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A Time for Thanksgiving

GEORGE O. KILDOW

IT IS IN the American tradition to give thanks in November. This pleasant custom was started for us by a group of hardy pioneers who were dedicated to the business of carving out a new life of political and religious freedom in a hostile land. The blessings, by modern standards, were meager indeed; yet to them each meal was evidence of God's grace and each crisis an opportunity to forge ahead. By the same token we who are in junior college work have reason to give humble thanks for the progress that has been made and for the ever-increasing opportunities which continue to challenge us.

Men and women with vision started the junior college movement about 60 years ago in a land where the atmosphere was not always congenial to the community college, and real hostility was evidenced at times by those who were satisfied with the status quo. We owe a debt of gratitude to those private junior college leaders who for the first 40 years had to carry the fight alone. Junior colleges have come a long way in 60 years; for this we should be thankful.

As this is being written young people and adults are registering at over 600 junior colleges throughout the land. Over a million Americans and several thousand foreign students will be seeking a junior college education this year. This means that junior colleges in the United States,

Canada, and the Hawaiian Islands will have over one million opportunities to serve young people and adults. To a dedicated group such as I know the vast majority of junior college people to be, this is indeed an occasion for thanksgiving.

Until quite recently some senior college and university administrators and faculty members in the Northwest, and probably in other parts of the country, were not too subtle in their expressions of disapproval of the junior college movement. About five years ago I attended an educational conference where the presidents of the state college and university of one of our more progressive states vied with each other in the causticity of their comments regarding the community college movement in general, and the junior colleges in their state in particular. Since then one of these presidents has been replaced by a man who is a junior college graduate, and the other conducted a survey in his own institution to discover to his surprise that junior college graduates who had transferred to that school were doing equally as well or better than those who had spent the first two years there.

This is nothing new to those of us who have been in junior college work for a number of years. We are accustomed to making converts because we know the quality of our product. But because of the

opposition which we have had to face, it has been necessary for us to pay more attention to that product—the boys and girls, men and women who have placed themselves in our hands and given us the awesome responsibility of molding their futures. I say for all of this opposition we should be thankful. Those community colleges that have had to live through this type of experience are the stronger for it.

The increase in enrollment in most institutions of higher learning is presenting a new opportunity and a completely different kind of challenge to most public junior colleges and probably to many of the independent institutions. Never in the history of our country has there been a demand for trained hands and minds over such a wide range of abilities. Much of this training is needed on the semi-professional and technical levels which few four-year liberal arts colleges are prepared to offer. If they were properly counseled, a significant number of high school graduates would take these technical and semi-professional courses instead of the more rigorous academic and professional courses, which many are poorly equipped to take. As a result, some high school graduates and even lower division college students are finding senior college doors closed to them because of low grade point averages. That these students are not "dumb" is indicated by studies of the United States Department of Education which show that of the 25 per cent loss during or after the first year of college, one-fifth had been in the upper 20 per cent of their high school graduating classes. Many of these students who have been denied admission to liberal arts col-

leges have been offered a second chance by enrolling in the technical or vocational courses of a junior college, where they should have enrolled in the first place.

Community colleges both public and private, with their diversified curriculum covering not only the liberal arts courses but also the technical and vocational courses, are a God-send to these late bloomers who frequently have plenty of ability but have been slow to realize the many opportunities that are theirs. Careful testing and counseling have been the means of raising their hopes for a better future without in any way lowering the academic standards of the junior college.

We believe that diversification is the strength of a community college, and we should indeed be thankful that we are in a position to serve those who need help.

It will take little imagination to think of other reasons why junior college personnel should be thankful. To mention a few—

An aroused and expanding public interest in the community college.

The opportunity in every junior college district for hundreds of boys and girls to take the first two years of an academic course or at least two years of college.

The fact that state legislators are becoming more junior college conscious and sympathetic to the movement.

The men with courage and vision like Bogue, Eells, Koos, and many others who have helped to sell the junior college philosophy to the American public.

Thus we have our own peculiar problems, some of them difficult to solve, but in the solving of them we gain strength—and students. Is it not then a time for Thanksgiving?

Academic Success Beyond Junior College: The Identification and Selection of the Four-Year Student

HORATIO M. LaFAUCI AND PEYTON E. RICHTER

I. INTRODUCTION

AN INCREASINGLY important non-terminal function of junior colleges is the identification and selection of students who are able to continue in academic programs of study beyond the 14th year. The status, prestige, and worth of a junior college will often depend to a considerable degree upon the academic success of its transfer students. An increasing number of junior colleges are therefore seeking to develop precise and systematic methods of identifying, evaluating, and selecting potential four-year students. The purpose of this article is to describe the methods that have been developed over a period of several years and used with marked success at Boston University Junior College.

In its junior college, Boston University seeks to provide educational opportunities for the so-called marginal student by means of a two-year college level program specifically designed to meet his needs. Integral to this program is a team system of instruction, a core curriculum, small discussion groups, emphasis on communication skills, and extensive guidance

and counseling services. Students not qualified on the basis of traditional admissions criteria for direct admission into the four-year colleges of the University are here given an opportunity to prove their ability during their two years with the prospect of then being admitted with advanced standing to the program to which they were originally denied admission. Since 1952, over 2,500 students have earned the privilege of a four-year college education through the basic and developmental course of study offered by the Junior College. Today, the major function of this college is to identify and select students who indicate a level of academic readiness which suggests probable success in the four-year program of their choice. To perform its function with maximum effectiveness, the college has devised a unique system consisting of teams of instructors, a council of coordinators representing faculty teams, a review board of experienced academic-administrative personnel who actually make the decisions on student transfers, and an appeal board to which students denied transfers may be referred.

HORATIO M. LaFAUCI is Director of the University Budget, Boston University, Boston, Massachusetts.

PEYTON E. RICHTER is Assistant Professor of Humanities, Boston University Junior College.

II. THE TEAM AND COUNCIL OF TEAM COORDINATORS

The faculty team, already described in two previous issues of the *Junior College*

Journal,¹ plays a fundamental role in the process of identification of transfer students. Five faculty members representing all areas of the core curriculum work as a team throughout the academic year, teaching the same sections of students, meeting weekly for team meetings, and, at the end of the year, evaluating each student's academic potential and transfer prospects. Last year eight faculty teams worked with 32 sections of approximately 25 students each. The team system has proven to be a valuable asset to the total college program: It permits coordination of faculty effort in curriculum planning; it utilizes informal means to create learning experiences for students outside the classroom; it eliminates waste in the learning situation through integrative instructional effort; it inculcates the democratic ideal of "learning-through-cooperating"; and, especially important in this context, it permits coordinated faculty evaluation of the student body. In short, it provides a personalized individual approach to learning that has been instrumental in assisting the student to make full use of his academic potential.

As a part of its periodic evaluation of the student body, the team seeks to identify those students who should be considered for transfer with Boston University. Each team, directed by a team coordinator, makes a careful study of the academic potential, academic achievement, and over-all growth of its students, submitting to the Review Board a list of students meriting consideration for transfer. In making this prognosis and recom-

mendation, the team examines all evidence concerning the student, including his grades, test data, and comments made by each instructor on his attitudes, personality traits, interests, efforts, assets, and liabilities. In its recommendations, the team is concerned primarily with the educational progress and growth of each student and with his potential for success in the four-year program of his choice.

To achieve uniformity of action in such matters as transfer recommendations and to insure the effective functioning of the team system of the college, a Council of Team Coordinators was formed three years ago. This council provides a means of bridging the gap between the teams and the administrative units of the college. Through it, coordinators representing all teams can share pertinent information about transfer procedures and can carry back to their teams suggestions for improving individual team efficiency. While the council is not an administrative unit, it can make such decisions on procedure as will implement existing policy, present recommendations to the Faculty Assembly with respect to new policy on team affairs considered academic in nature, and give recommendations to the dean of the college with respect to new policy on team affairs that is considered administrative in nature.

The role of the team in identifying and selecting the four-year student is continually being refined and redefined by the Council of Coordinators. This encourages improvement in team functioning and makes it possible for teams to adjust their transfer recommendation criteria to changing circumstances and new factors operating in the larger university structure.

¹ Vernon A. Anthony et al., "The Team Approach to General Education," *Junior College Journal*, XXVII, 319-327, 405-410.

III. THE REVIEW BOARD AND THE APPEAL BOARD

At the end of the academic year, teams pass on their recommendations regarding transfer to the Review Board, which is composed of five divisional chairmen, the dean, the assistant dean, and the registrar of the college. This board, a cross-section of academic-administrative personnel, can examine both the academic and administrative aspects of its action in considering students recommended for transfer. It must be concerned with the total as well as the individual effects of decisions, for the future of the college and the transfer privileges of future students will depend upon the validity of these decisions.

In re-examining team recommendations, the Review Board must first attain a consistency of action which will insure fair and impartial consideration for each potential transfer student. Even though some uniformity has already been achieved within divisions in the distribution of grades by means of suggested grading curves, a significant portion of each student's final grade is influenced by subjective measures used by individual instructors. Thus, the Review Board must examine independently both the divisional grading curves and the grades of individual instructors and make every effort to interpret each grade in terms of an over-all pattern developed from a study of each instructor's grades and their meaning and relationship to other grades. Further, the board attempts to evaluate all grades, comments, and recommendations with reference to a "successful transfer pattern," a conceptual design developed out of previous experiences of the board and based upon the combination of abil-

ities, aptitudes, and achievements which has been found to be essential to further academic success when students leave the college.

Second, the Review Board must set up a carefully-planned system of checks and balances to protect against an unjust decision and to prevent any potential transferee from being ignored. By referring to student test scores on examinations administered upon admission (*e.g.*, the Ohio State University Psychological Examination and the Cooperative Reading Test) and re-administered at the end of one year of study, the board gets a clearer conception of each student's progress. For example, a student who scores prior to admission at the 40th percentile on the OSU and at the 30th percentile on the C₂T and who after one year of study scores at the 60th percentile and the 45th percentile on the same respective measures is considered a better transfer candidate than a student who had the same scores upon admission but showed little or no growth on post-testing a year later. Examining post-test scores of individual students, the Review Board compares the scores of the student with the median, first, second, third, and fourth quartile scores of those students who originally were accepted into the college to which the student now seeks transfer. The student already enrolled in the four-year college is of course considered a better transfer candidate than the student who still tests below the minimum levels set for admission.

Third, the Review Board must evaluate its present decisions in terms of prior decisions and their effects in order to improve the record of success of the transfer group. While the board's recommendations are technically subject to review by

the college to which the student seeks transfer, its recommendations are tantamount to transfer since the four-year colleges of Boston University have agreed to take students from the Junior College upon recommendation of the college's faculty and administration. The Review Board must therefore continually examine the records of students who have transferred to these colleges in the past. Their success or failure establishes patterns that are the bases for Review Board action. Potential transfer students must fall into the pattern of success as the Review Board conceives it. Also, the board must constantly watch for changes in the academic requirements, standards, and programs of the colleges to which they recommend students and modify its own patterns to fit changing conditions outside the junior college.

Finally, through its decisions the Review Board must maintain a high level of public relations with the colleges accepting junior college students if transfer privileges with these colleges are to be continued. Within Boston University there is total agreement that no student can transfer from the Junior College to one of the four-year colleges of the University without recommendation of the faculty of the Junior College. At present, the Junior College students' records of success approximate and, in many instances, improve upon, the records established by students admitted directly into the University's four-year colleges. Unfortunately, it is not possible to request colleges outside the University to accept only those students from the Junior College who are considered good transfer candidates by this college. However, each transcript of a Junior College student's record sent to

other colleges and universities is accompanied by an information sheet containing the following statement: "Boston University Junior College students are recommended by the Junior College for transfer to other collegiate institutions only when a letter from our Division of Psychology and Guidance so states." Such a letter, giving detailed personal data, if not attached, is forwarded by the Division of Psychology and Guidance upon request. From reading a letter written by the student's counselor, inquiring institutions can get a full report of the student's academic progress to date and his academic potential for the future. Included in the letter is the counselor's interpretation of the team's evaluation of the student and a statement of whether or not the student has been recommended for transfer by the Junior College faculty and administration.

When the Review Board has reached its decisions and students have been notified of them, there is one last way of reducing the percentage of error in decisions which might result in by-passing a student qualified for transfer. This is through an Appeal Board consisting of three members, the dean, the assistant dean, and a third faculty representative. This board hears all petitions of students who ask for a reconsideration of Review Board decisions. It weighs all available evidence and can take into account any new evidence that may not have been available at the time of the Review Board meetings. For example, financial difficulties, family or health problems may have prevented a student from operating with maximum efficiency in his studies. Although the Appeal Board makes a few reversals of Review Board decisions, it provides a

way of checking for any inconsistencies in decisions and permits consideration of unusual cases.

IV. CONCLUSION

Boston University Junior College has attempted to solve its problem of the identification and selection of four-year students by using a team and review board system of recommendation. Vital to the success of this system and of the Junior College has been the development of a "recommend-accept" relationship between the two-year and four-year colleges of that University. To win the respect of the four-year colleges and subsequently the privilege of transferring its students into four-year programs, the two-year college has had to assure a record of successful transfer.

The authors do not suggest that it is the primary task of junior colleges to be concerned with marginal students. Still, varying maturation patterns, inadequate

preparation, lack of high school guidance, limited reading and study skills, and personal and family problems often make it virtually impossible to distinguish accurately the two-year student from the four-year student upon completion of a high school program. This is why junior college education can be so important to students who do not know how far their abilities will carry them, who seek guidance as to their future course, and who may originally seek only two years of college education but are inspired by their growth to change their educational goals. Sound transfer procedures in a two-year college program, carefully developed and systematized and applied by the people who have been intimately concerned with the education of the students involved, should be far more significant and instrumental in effecting the transfer of students into a four-year program than the admissions criteria on which so many four-year colleges now depend.

Research and the Two-Year College

D. G. MORRISON

A DYNAMIC, fast-growing institution such as the two-year college seldom has the time to examine where it is going or what the future holds, for most of its driving force is consumed in meeting day-to-day problems. The purpose of this article is to report on the quantity and the type of research that has recently been conducted by, for, or about, the two-year college, to review how the projects were financed, and to make some observations regarding trends and needed research.

The basic data for this article are drawn from "The 2-Year Community College—An Annotated List of Studies and Surveys"¹ prepared by the U.S. Office of Education. This bibliography was prepared at the request of state directors of junior colleges and professors of junior college education in four-year colleges. The questionnaire from which the data were gathered was sent to every college in the United

States, to the dean of every education department, to every state superintendent of public instruction, and to every national agency concerned with education. From these questionnaires over 700 replies were received which included descriptions of over 200 significant projects and studies begun or completed since 1953.

What Kind of Research Is Being Done?

Over one-third of the projects reported were regional studies involving more than one institution and in some cases more than one state. These studies examined many aspects of the two-year college, including organization, financing, enrollments, programs, plant, faculties, student services, and coordination. Some dealt with criteria selected for the establishment of junior colleges; some emphasized the educational needs of an area and the related programs; some discussed legislation.

Another group of studies was related to a single institution. Some were self-analysis studies which reviewed the strengths and weaknesses of the institution as a whole.

Other topics which have received considerable attention since 1953 and which are reported in the annotated bibliography include those dealing with instruction, organization, finances, student personnel, quality of teachers, library, and programs including organized occupational, general, and advanced studies.

¹ D. G. Morrison, Specialist, Community and Junior Colleges, and S. V. Martorana, Chief for State and Regional Organization, "The 2-Year Community College—An Annotated List of Studies and Surveys," U.S. Office of Education, Department of Health, Education and Welfare, 1958. Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C., p. 33.

D. G. MORRISON is Specialist, Community and Junior Colleges, Division of Higher Education, Office of Education, Department of Health, Education, and Welfare, Washington, D.C.

What Were Some of the Typical Agreements and Differences Found in Recommendations of the Projects Reported?

Certain common elements found in the recommendations of the regional surveys completed were: the insistence on a community survey, the necessity for community acceptance and approval of the college, the accessibility of the college to the students, and the sharing of costs by the student, the district, and the state. On the other hand, a great many differences were seen in the types of organization recommended, the patterns for sharing costs, and the varying roles assigned to the two-year college. Many differences were also found in state laws and regulations, in state support and supervision, and in the variety of programs offered. The greatest variety was found in the criteria used for establishing new institutions.

An examination of the projects underway in September, 1957, documents the statement that many parts of the United States are becoming increasingly aware of the potential of the two-year college and are attempting to learn more about this institution in relation to conditions in a specific district, state, or region. No less than 20 of the states have recently conducted or are now conducting surveys or studies involving the two-year college. These include: California, Connecticut, Florida, Illinois, Kansas, Kentucky, Massachusetts, Michigan, Minnesota, Missouri, New Mexico, New York, North Dakota, Ohio, Oregon, Pennsylvania, Tennessee, Texas, Virginia, and Washington.

In some states these studies are part of a larger study in the entire field of educa-

tion. Kentucky, New York, Ohio, Pennsylvania, and Tennessee are examples of states that have examined the entire field of higher education. In others, a governor's commission or a state committee specifically examined the junior college and its operation or its potential operation in that state. Florida is one of the best examples of this. The recommendations of the study are already being implemented in the establishment of new junior colleges in Florida. In the spring of 1958 a team, under the direction of Dr. E. V. Hollis and Dr. S. V. Martorana, began a study of higher education in North Dakota. This study, which was requested by the legislative committee and the Board of Higher Education, will include an examination of the role of the community college in North Dakota. It will also examine the need of additional institutions of this kind and the feasibility of establishing them.

How Is Junior College Research Financed?

In gathering material for the annotated bibliography, questions were asked regarding how the project or the study was financed. The results are shown on Table I. It should be clearly understood that these are not discrete categories for there likely are many combinations where one source may be the student; another source, the state; and a third source, the institution. As a matter of fact, seven of the students who reported that they provided the major portion of the financial support for their projects indicated that the institution in which they were working contributed somewhat to the financing of their research. In order to avoid multiple

categories, only the *main* source is shown in Table I.

It may be noted in Table I that the student conducting research did his own financing in 43.5 per cent of the cases. In addition, the majority of the 35 respondents that did not answer this part of the questionnaire were also students, which means that for the entire 212 projects

approximately one-half were financed mainly by students. Other major sources included the state, the colleges, and various national and regional agencies. Over 89 per cent of the projects reported are included in these first four categories.

The state sources of support are broken down in Table II.

Table I
Main Source of Funds for Financing the Project

Source	No. Specifying Amount	No. Not Specifying Amount	Total No.	Percentage of Total
Student	2	75	77	43.5
State	10	27	37	20.9
College	12	18	30	16.9
Agencies	9	6	15	8.5
City	1	4	5	2.8
Local District	0	4	4	2.3
Foundations	2	1	3	1.7
Miscellaneous	2	4	6	3.4
TOTAL	38	139	177	100.0

Table II
State Source Supplying Finances for Project

State Sources	Specified Amount	No Amount Given	Total	Percentage
State Department of Education ..	....	14	14	38
Public Law (Leg.) .....	....	1	1	3
State Funds or Appropriation	5	4	9	24
Legislative Appropriation or Budget	1	3	4	11
Governor's Office .....	....	2	2	5
State Superintendent of Public Instruction .....	....	2	2	5
State Department of Public Instruction (Voc. Ed. Div.) .....	....	1	1	3
State Board of Education (Div. of Voc. Ed.)	1	....	1	3
State Board of Education	1	....	1	3
Board of Educational Finance	1	....	1	3
State Supported Institutions	1	....	1	3
TOTAL	10	27	37	100

Three observations can be made in reference to Table II:

a. There is a great variation in the supervisory patterns and the control of two-year institutions in the various states.

b. A great number and a variety of official, non-educational agencies have an

interest in post-high school education, especially in the two-year college.

c. There appears to be a need for coordination of efforts. If this coordination does not take place, there will be a great wastage of effort; more conflicts than agreements will likely occur.

Table III
Sources of Support and the Amount Specified

Source	Number	Total Amount Approx. (to nearest \$100)	Average Amount Approx.
Foundation	2	\$146,000	\$73,000
State	10	372,000	37,200
Colleges	12	137,500	11,400
Agencies	9	46,000	5,100
Students	2	2,000	1,000
Miscellaneous ¹	3	16,200	5,400
TOTAL	38	\$719,700	\$18,900

¹ It will be noticed that there is a difference between the miscellaneous columns in Table I and Table III. The reason is that one of the projects included under miscellaneous in Table III is shown in Table I with "City" as the main source of income.

In Table III will be found the total and average amount specified as being received from various sources for financing research in the two-year college. Over one-half of the total amount was received from state sources of one kind or another. The largest number of contributions came from the colleges and the largest average amount was received from foundations.

The total amount of approximately \$720,000 which was spent on research over a period of five years does not represent a very large expenditure for increasing knowledge about an institution serving so many students. If the junior colleges in the United States have served two million different students during the past five

years, and this is a conservative estimate, then approximately 36 cents per student has been spent on research during the past five years. This does not take into account the expenditure of time and money by individual students "in partial fulfillment" of a degree.

What Additional Research Is Needed?

In looking at the junior college alone it would seem necessary to explore the following:

a. What instructional methods are most appropriate considering the heterogeneous ability, interest, and objectives of the student; the objectives of the institution; and the understanding of the psychology of late adolescence?

b. If the major emphasis in the junior col-

lege is instruction, what research is needed to explore the relative merits of different types of instructional methods and procedures in different fields?

c. What experimentation and research is needed in curriculum revision so that the programs offered may more adequately serve the student, the community and the nation?

d. If it is agreed that the junior college is a unique institution, it would seem reasonable that the most important research should be in the area of its greatest uniqueness. Whenever the junior college is planning a library or some other building, whenever it is developing or revising a curriculum to meet community needs, whenever it is examining instructional methods, there should be a constant reminder of the uniqueness of the institution. The buildings, the curriculum, and the methods used in four-year colleges or high schools are seldom appropriate for the two-year college.

More specifically, the following topics need much additional careful study:

1. The characteristics of junior college students in relation to their educational goals;
2. An evaluation of guidance services that are available in the junior college for full- and part-time students;
3. Follow-up studies of all students enrolled in the junior college for the past five years;
4. An evaluation of junior college programs in relation to the stated objectives of the college;
5. The role of the teacher, the administrator, and the community advisory group in curriculum revision;
6. Ways in which the junior college library differs from the high school library and the library of the four-year college and how these differences affect the design of the library and the services offered;
7. The financing of a junior college—a series of studies are needed which would show the relationships between financial support, the objectives of the college, the

program offered, and the particular situations existing in a community;

8. Unit costs of instruction in various types of junior colleges and in various types of programs or departments within a junior college;

9. Effective accounting procedures in a two-year college;

10. A series of studies on the comparative effectiveness of a variety of instructional methods considered in relation to certain types of programs;

11. Criteria necessary for determining the feasibility of establishing a two-year college under certain conditions.

In concluding, it seems important to distinguish between the various types of research needed in junior colleges. One type can very well be done by the master or doctoral student working on a thesis with little or no financial support; a second type of research will require the financial support and cooperation of the junior college and the four-year college; the third type is research that will require several years of full-time work by one, two, or more people in order to secure significant results. After the research has been completed, it is essential that the results be published so that future practices in the junior college can be governed by what has been learned through research.

It may be that all of the studies and projects will not meet the generally accepted definition of research, "critical and exhaustive investigation or experimentation having for its aim the revision of accepted conclusions in light of newly discovered facts." It is important for junior colleges, however, that the studies be appropriate in design and scientifically conducted so that the conclusions will be determined objectively.

An Analysis of Salary Schedules in the California Public Junior Colleges for 1957-1958

ROBERT F. MOGNIS

THE TRADITIONAL method of computing classroom teachers' median salaries has always tended to make them seem higher than they really are since the medians are based upon the distribution of actual salaries paid without regard to the fact that such salaries often include administrative and extra-duty amounts. When an attempt is made to indicate that these medians represent the pay for classroom teaching only, the figures are much too high.

A better means of figuring the median salaries of teachers would be to use the amounts offered for training and experience on the salary schedules themselves and exclude administrative and extra-duty amounts which are not included in the basic schedules. Though occasionally schedules are not followed to the letter, the great majority are adhered to, and teachers can be expected to be placed properly according to their experience and training on these published schedules.

A study was made by the writer of the basic teachers' schedules of the 60 public junior colleges in California for the academic year 1957-58. The number was

reduced to 53, since the seven junior colleges of the Los Angeles district were considered as one college as were the two colleges of the Contra Costa district because they were each administered by one district unit and offered a single salary schedule. The schedules of all the colleges were reviewed in a 57-page report, "Basic Salary Schedules for Certificated Personnel in California Public Junior Colleges for School Year 1957-58," prepared by the writer and his salary committee at Yuba College in Marysville, California. The data which follow were abstracted from that report.

As a means of compensating teachers, every public junior college in the state used a salary schedule based upon experience and professional and academic qualifications. With two exceptions, the schedules reflected the conventional method of arrangement: Horizontally across the schedule were the classifications in terms of professional and academic training, varying from the requirement of no degree and only provisional credentials at the lower end for some colleges to the doctorate at the top for others, and vertically from top to bottom were the annual experience steps, varying in their number from classification to classification and from school to school. The two exceptions to the conventional form were

ROBERT F. MOGNIS is an Instructor in English and Counselor at Yuba College, Marysville, California.

the schedules of Chaffey Junior College and Santa Ana College, which provided for classes and annual steps in the way other colleges did with the difference that the classes were organized under three main headings: Assistant Professor, Associate Professor, and Professor. Within each rank were the conventional steps and classifications.

The schedules provided a variety of professional and academic qualifications, but the three most common denominators in classes were the academic degrees—bachelor's, master's, doctor's. The annual experience steps ran from nine to 18 in number, but the greatest number of colleges were grouped in the 12- to 15-year intervals. Thus, the three degrees were selected as a basis for study to determine salary medians offerable on the no experience, fifth, tenth, and fifteenth steps.

Table I indicates the median salaries on the basis of salary schedules for the bachelor's degree on various experience steps for the junior colleges that offered the degree as one of their classifications. It can readily be seen that a teacher with no experience could expect a salary of about \$4,373 for his first year of teaching in the junior college if he possessed only a B.A. degree, although the range of salaries offerable was from \$3,800 to \$5,016 in the various colleges. It is interesting to note that the largest median amount of increase falls between the fifth and tenth experience steps for the B.A. degree as well as for the master's and the doctorate. This may be accounted for in part by the fact that most colleges allow an instructor only a maximum of five years of experience in transferring to their staffs and compensate by making increments between the

Table I

Distribution by Ranges and Medians of 1957-58 Salary Schedules in Effect in 51 Junior Colleges for Instructors with B.A. Degree on Selected Experience Steps

Experience steps	Ranges	Medians
No experience	\$3,800-5,016	\$4,373
5th step	4,660-6,200	5,144
10th step	5,100-7,700	6,160
15th step	5,100-8,300	6,367

fifth and tenth step larger. Though the schools offer the minimum salary of \$3,800 for a teacher with no experience and the maximum salary of \$8,300 for a teacher with 15 years of experience, the difference in medians is slightly less than \$2,000 for the same range of experience.

Table II

Distribution by Ranges and Medians of 1957-58 Salary Schedules in Effect in 39 Junior Colleges for Instructors with M.A. Degree on Selected Experience Steps

Experience steps	Ranges	Medians
No experience	\$4,000-5,300	\$4,778
5th step	4,920-6,400	5,625
10th step	5,940-7,900	6,650
15th step	6,100-8,500	7,200

It may be noted in Table II that the salaries offerable for a master's degree range from \$4,000 as a minimum to \$8,500 as a maximum with 15 years of experience and that the medians have a wider range than those for the B.A. degree. The teacher with a master's degree could expect to earn from \$400 at the minimum to approximately \$830 at the maximum more than the same teacher with only a B.A. degree on the basis of median offerable salaries.

Junior college instructors in increasing numbers are earning their doctorates primarily, it would seem from the foregoing and following tables, for the purpose of increasing their earnings. Table III indicates what an instructor with a doctorate can expect to earn.

Table III

Distribution by Ranges and Medians of 1957-58 Salary Schedules in Effect in 42 Junior Colleges for Instructors with a Doctorate on Selected Experience Steps

Experience steps	Ranges	Medians
No experience	\$4,650-8,250	\$5,364
5th step	5,570-8,250	6,200
10th step	6,400-8,460	7,300
15th step	7,000-9,260	8,000

From the preceding table it can be seen that the general statements made about the B.A. and M.A. degrees hold true for the doctorate. On the whole, a teacher with a doctorate can expect to earn from about \$600 to \$800 more than the same teacher with a master's degree on the basis of median salaries offerable, although the minimum offered by colleges is \$4,600,

and the maximum is \$9,260. The great differences between the minimum and maximums of the ranges suggest that in many cases the doctorate is poorly paid.

Even the layman with the most jaundiced view towards teachers' salaries would recognize that the median salaries based upon salary schedule figures indicate that the junior college personnel financially are not keeping up with the rest of the world. The low median salaries offered for the degrees would forestall young persons of intelligence from entering the field of education, particularly the low starting salaries. Young people at the point in their careers when they are raising families would be hesitant to enter a profession that even at the end of 15 years of teaching is barely beginning to offer a fairly comfortable living.

Median salaries based upon distribution of teachers on salaries actually paid are misleading. Only the medians based upon the amount colleges offer for training and experience clarify the teachers' salary picture, since this picture is never padded with the extra amounts that are given for part-time administrative chores and extra-duty activities, such as coaching.

Flexibility and Consistency in Accreditation on the National Scene

WILLIAM K. SELDEN

IN VIEW of the rapidly increasing importance of junior college education, it is appropriate to give greater attention to the accrediting of two-year colleges. One fundamental question to consider is how to encourage experimentation, flexibility and innovation in the operation of junior colleges and at the same time maintain quality and a reasonable degree of uniformity. Although this question will not be answered here at any length, nevertheless the observation is offered that this is an issue and a problem inherent in all accrediting, whether performed by a regional association of educational institutions or by a national professional accrediting agency. The perfect answer will probably never be devised. The policies and practices of each accrediting agency vary with the influences of many diverse external and internal factors, and there will always be a slight (and may it be no more than slight) delay or lag in the formulation and adoption of revised policies relative to the needs of the particular time.

In more recent years there has been much discussion of the place of a quanti-

tative or a qualitative approach to accrediting. Actually, it is not really a question of one approach or the other but rather a blending of the two. Standards or questionnaires that include broad interpretive questions will be criticized for lack of definitiveness or preciseness; on the other hand, questionnaires that include many items seeking factual information will be criticized for being too detailed and too restrictive to the educational institutions. Both types of questions are needed in order to elicit helpful information, and the questionnaires will have to be subject to continual review in order to reflect adequately the needs of the times.

PLACE OF ACCREDITING IN SOCIETY

It might be well to explore first the place that accrediting plays not only in education but in society. Four basic functions of accrediting have developed in the United States. Two are widely recognized and require little comment; they are accepted as valid and necessary by most people.

The first of these functions relates to the social welfare or the protection of society, *i.e.*, the maintenance of minimum standards. The second function of accrediting has received growing attention as the proportion of institutions with sub-minimum standards has decreased, as

Prior to becoming Executive Secretary in 1955 of the National Commission on Accrediting, Washington, D.C., WILLIAM K. SELDEN was President of Illinois College, Jacksonville, Illinois.

accrediting agencies have become more mature, and as those responsible for accrediting have grown more knowledgeable and experienced. This function is the encouragement of all educational institutions, both the superior and the merely adequate, to improve further and become even better.

Some individuals who criticize the fundamental purpose and place of accrediting, and fortunately for the good of accrediting there are such individuals, claim that the pattern of higher education in the country has now developed to such a point that accrediting no longer is needed to assure either minimum standards or continued improvement. Those who offer such criticisms start from an unproven premise; they are unrealistic; and they fail to take into account two other functions of accrediting which are equal to, if not more important than, the first two mentioned. Before considering the third and fourth functions, some of the various factors which have helped to fashion accrediting as it is known in this country should be described. These historical and social influences serve as the basis for accrediting, especially for its third function.

FACTORS INFLUENCING ACCREDITATION

In contrast with other countries, the United States has not been subject, at least until the present, to influences which encourage a centralized form of government with authority over educational affairs concentrated in a single ministry of education. Geographically separate from all but two other countries, this country has not been threatened by a serious military invasion for years. This single fact

helped to make possible the creation of the Constitution and the development of a form of government with legal responsibility divided and with authority residing in the state governments. Recognizing the importance of education in a democracy and fearful of any concentration of authority for it, the founders of this country decided that education should be a responsibility of the several states and the local communities.

In addition to influencing the form of government, geography has been a major factor in the economic, cultural, and social heritage. The early non-settled lands of the great West—the immense frontier—encouraged for many years continual migrations of people for whom personal initiative and individual enterprise made self-preservation possible. The development of the West, which depended so much on self-reliance, unquestionably must have been a factor to distract attention from, and delay a widespread respect for, formal education and “book learning.” Although many colleges were established shortly after communities were settled, little public concern could have been afforded to questions of academic standards unless, as sometimes occurred, a teacher strayed from the narrow path of religious truth dictated by the particular denomination supporting that college. An 80 per cent mortality among ante-bellum colleges would indicate a lack of serious public concern for the welfare of higher education.

In this environment of stress on self-reliance, laissez-faire found a natural habitat in which to thrive. Following the embargo during the Jefferson administration, commerce and industry developed

with few governmental restrictions. Since the political and economic philosophy of the times was freedom of action in business, it was natural that education, responsibility for which had been assigned by the Constitution to the states, would encounter no attempts by the federal government to establish minimum standards.

In addition to the factors already mentioned, religion likewise had an influence in discouraging any governmental concern over the quality of higher education. Of the colleges and universities in the country founded in the Colonial period, all but one were established under religious auspices. (Parenthetically none of these now has any denominational connection.) Of the colleges and universities founded prior to the Civil War, 80 per cent were private, that is, largely church related. With the interests of religion and higher education so intimately related and with the historical policy of separation of church and state, it would have been inconceivable that any governmental standards could have been developed, as in other countries, for the operation of these church-related institutions.

One further factor which should be mentioned is that only in recent years has the social welfare been threatened by variations in the quality of higher education. Well into the twentieth century, preparation for a profession did not specify a college education. Even today education in a college is not a prerequisite in every state for admission to the bar. Since no harm to the public was accruing from irregular standards among the colleges and universities and since the geographical, political, economic, cultural, social, and re-

ligious influences would have prevented governmental intercession in any case, an approach to the establishment of basic standards was made in a manner which is singular to this country—through accreditation.

Following the Civil War, conditions in this country began to change. Education became a matter of increasing concern to everyone as the population increased, as knowledge was extended and new fields of learning were developed, as the professions multiplied and the demands for college and professional training increased, as land-grant colleges and specialized institutions were established, as society became subdivided into more clearly defined economic and vocational groups, and as demands for governmental regulation of business and commerce increased. By the latter half of the past century elementary and secondary education had become largely a responsibility of the public schools which were increasing in numbers and enrollment. In this same period, between 1860 and 1889, the number of colleges and universities increased by 224, of which 163 were private and 59 public. With a heritage of no federal governmental interference but with an increasing need for some method of maintaining minimum standards, the institutions themselves formed associations which are now colloquially called voluntary accrediting agencies.

TYPES OF ACCREDITING AGENCIES

Two types of accrediting agencies were formed: regional associations and national professional agencies. As an example of a regional association, the Southern Association of Colleges and Secondary

Schools was organized in November, 1895, because

the laxity of prevailing standards made such an organization imperative. Institutions labeled universities were in some cases mere high schools and in other cases second-rate colleges . . . The purposes given for calling the (organizational) meeting were: (1) to organize southern schools and colleges for cooperation and mutual assistance; (2) to elevate the standards of scholarship and to effect uniformity of entrance requirements; (3) to develop preparatory schools and cut off this work from the colleges.

In similar ways and for similar purposes, the other regional associations were created starting first in the early 1880's with the New England Association. Even though "a small group of observant, thoughtful college and secondary school administrators were troubled by the lack of uniformity and consistency in New England colleges," it was not until 1952 that the New England Association of Colleges and Secondary Schools joined the other five regional associations in becoming an avowed accrediting agency, and this was accomplished only after a bitter fight on the floor of the annual meeting that year.

At the same time as the colleges and universities in different parts of the country were recognizing the need to establish more common standards (in so many words, to police themselves), the professions were beginning to recognize the need to do the same thing for themselves. Medicine and law were the two professions that gave initial attention to developing means of correcting flagrant conditions. Following the dramatic improvements in medical education as a result of the famous Flexner Report, as well as of medical ac-

crediting practices, studies were made by other professions of conditions in their own fields. Many of these studies, which frequently were financed by foundation grants, led to the adoption of accrediting as a means of establishing minimum standards and of improving education.

OTHER FUNCTIONS OF ACCREDITING

From this brief description of the background of accreditation one can understand more easily why the initial emphasis in accrediting has been on the social welfare function, that is, the enforcement of minimum standards, and why attention to continued improvement of institutions develops only later. This description should also make it possible to recognize the third fundamental purpose of accrediting which is to provide a countervailing force to the many other forces and pressures which are brought to bear on educational institutions. Society, and especially democratic society, is maintained by a structure of counterbalancing forces. There are, for example, pressures on junior colleges from political influence, from public opinion, from supporters of state colleges, from partisans of the state university, from religious groups, even from officials in the state department of education. Only seldom is there anything insidious in any of these various pressures. On the other hand, they could be extremely harmful to the development of a junior college if any one of them were to become too powerful.

It is this third function of accrediting which is so necessary and is especially consistent with this country's political, social and religious heritage. A well-conducted, well-organized, enlightened accrediting agency helps to keep these other influences and pressures in proper balance so that

educational institutions, whether tax supported, church related or under independent control, can be operated in the best way to serve society—as free educational institutions.

Because of the diversity among educational institutions and the noncentralized governmental direction of education, a means of coordinating numerous educational enterprises is needed. The accrediting agencies, both regional and professional, help to do this by serving as part of the warp and woof of the structure of education. The regional associations especially have the important responsibility of assisting in what is called articulation among educational institutions of different types and various levels. This fourth function, then, includes serving as a clearing house of information.

PREREQUISITES FOR AN ACCREDITING AGENCY

If one accepts the thesis that accrediting serves as a countervailing force to other pressures on educational institutions, then

it is consistent to insist that an accrediting agency be organized and operated in such a way as not to be subject to pressures which unduly influence its policies and practices. In the case of national professional accrediting agencies, it is sound to include on the accrediting committee representatives of both teachers and practitioners. History shows that in some periods dynamic leadership, the stimulation of advancement in learning, has come from the practitioners in a profession, while in other periods the teachers have been the forerunners. Inclusion of representatives of both groups provides a better balance for the conduct of accrediting and an opportunity for leadership to come from either side.

To be broadly effective in providing a countervailing force, a regional association should include in its membership institutions from a sufficiently wide geographic area so that no one political entity can dominate its policies. In a similar way, it should include members from all levels of education if it is to fulfill the fourth function, that of articulation.

Personnel and Guidance Work in a New Era

EDWARD COLEMAN GLANZ

PERSONNEL work faces new demands as education moves into a new era. The press of population upon the high schools and colleges, the scientific pressure for space exploration, the continuing demand for a value system to provide the skills for humans to live together in accord within a community, state, nation, and world—these needs along with all of the old demands upon education impinge upon the counselor and guidance worker as well as upon the dean and teacher and all who aspire to be educators.

Personnel work and guidance arose early in this century out of the need to humanize and personalize the patterns of education. Vocational selection, dormitory life, and the individual, personal needs of students became the concern of counselors, deans, and, in general, the early personnel workers. The public and private colleges of today express a realistic and continuing interest in providing widespread guidance and personnel services to students. What, then, lies ahead? What shall be the role of personnel workers as education itself moves into a new era?

Personnel work must do more than merely maintain its role on college cam-

puses. A "status-quo" attitude can endanger even present accomplishments. Administrators and educators have accepted the primary point of view of the specialists in guidance; the teaching process, in fact, the total atmosphere of education, has changed in the past half-century. Forces other than personnel work have of course contributed to this change, but personnel workers will need to examine their philosophies, programs, and objectives in order to continue their contributions to education.

Personnel work in the future will need to assume a new view of education and the learning process. In order to understand the dimensions of the future, it will be necessary first to assess properly the present. The following postulates are offered as a singular and personal view of the present. They can help to reveal the current status of personnel workers and uncover some of the implications which must be faced in the future.

I. *Education has largely been humanized and the total student is the concern of most educational institutions and educators.* The first postulate is qualified because there are always exceptions to a general condition when the total educational scene is examined. However, personnel workers are much like the Socialist political party in the late 1930's and '40's. The ideas which arose out of the Socialist

EDWARD C. GLANZ is Professor and Chairman, Psychology and Guidance Division, Boston University Junior College, Boston, Massachusetts.

party platform of the first portion of this century became planks within both the Democratic and Republican party platforms and the Socialists' ideas became the property of everyone. The Socialists were left without major issues. Personnel workers have helped to clarify the role of the individual within the educational process and now their crusade for the education of the whole child is no longer a cry in the wilderness. The ideas and contributions of personnel workers have been accepted. They must now continue to function effectively in their old patterns and yet actively seek new ways to solve the present and future problems of education.

II. *Counselors, test specialists, and personnel workers have tended to become super-specialized and to divorce themselves from the main purposes of education.* The early uniqueness of the tools of personnel workers has become the cutting edge of a separatism which currently threatens the future unity of education and most particularly of personnel work. The "test" and the "IQ" were the early badges of uniqueness. The cult of counseling" was a second early tool which has become a divisive force from within the personnel worker's tool kit. These tools, techniques, or badges are no longer the exclusive province of counselors, testers, and personnel workers. Teachers, administrators, and even parents have accepted the importance of these approaches, have utilized the tools, and understand their applications. For personnel workers to continue solely as clinical specialists within school curriculums constitutes a danger to the future of personnel work in education. The main objectives of education can be served by everyone involved in it

if each one recognizes that although he may have a particular approach or technique, everyone must be concerned with the primary tasks of educating students to be capable of critical thinking, prepared to be free and responsible in a democracy and in a threatened world.

III. *The humanizing of education and the specialization of various educators, including personnel workers, have tended to diminish the concern for meaningful subject-matter learnings in American education.* This statement is a corollary of the second postulate, offered about the present. Specialization has often led educators afieid from their most basic tasks, and the youth in the classroom has suffered. The concern for pure science, the stress upon physics, chemistry, biology, the spotlight of national awareness upon curriculums and courses, the re-emphasis upon the humanities and social sciences—these and other factors have often revealed serious inadequacies in modern education. The proliferation of personnel services, athletics, physical education, home economics, and other seemingly "non-essential" elements within education have provoked extreme criticisms as an increased public concern has been developed. Certainly one could agree that an overemphasis on these factors has sometimes revealed a diminished concern for basic educational values.

The changing base of American education with its lower and broader socio-economic foundation is also a causative factor in the critical view many persons have of education. There is an increasingly larger proportion of the citizens of this country being educated. While this is commendable, it suggests the conclusion that standards are declining. It is possible, and it

appears more legitimate to believe, that there are more "well-educated" persons than ever before and fewer "poorly-educated."

The controversy, apparent or real, however, forces educators to continue to face the challenge to improve constantly not only the numbers of the educated populace but to make even more valuable the educational product consumed by students at all age levels. Personnel workers, as pioneers in a point of view within education, can no longer, as old soldiers, rest upon their battle-won laurels; they must join in the present "battles" of education.

The present is, therefore, as always, a combination of old victories and new challenges. Personnel workers must assume a mature view of education; a child-like dependence or Freudian fixation upon the I.Q., the counseling session, or even the "personnel point of view" will not suffice.

What can counselors, deans, and personnel workers in general do to maintain the gains of the past half century while aiding in the task of educating youngsters for an atomic, space-wide, humanitarian world? What can be the unique contributions of trained, sensitive, and responsible personnel workers in the educational process of the future?

The duties which are outlined below may appear alarmingly simple, but they are filled with implications which may surprise and dismay some of the presently "self-satisfied" personnel specialists or divisively-minded educators. A detailed examination of at least a few of the implications may reveal some of the demands of a new era in education.

I. *Personnel workers must continue to stress problem solving, quality of service,*

training standards, professionalism within its ranks, and a continued concern for the individual student. Success in counseling and guidance work can be marred by a lack of concern for pressing present problems, quality of service, training standards, professionalization, and student needs. Education has accepted counseling, testing, placement, admission, student activities, and other related areas of personnel work as important within the school experience of students. Failure in these areas in the future can only be considered "malpractice" by a poor practitioner.

II. *Personnel workers must ally themselves with faculty members in the process of education and learning rather than with administrators in the tasks of administering services, colleagues or students.* The tendency of personnel workers to identify with, house themselves near, aspire to, and succeed in, administration is too well known to need careful documentation. Too often no one wishes to counsel or to test but rather to administer others who will perform this service. Placement officers can testify to this problem with graduates of training institutions at all levels but particularly with regard to new Ph.D's or Ed.D's.

Administration is a legitimate concern within education but teachers are on the "firing line of learning" too often alone, without a counselor, tester, or personnel worker who is too busy "in the office" to be concerned with student learnings and the intimate process of individual education.

It is time for all educators to re-assess their primary roles and responsibilities. Personnel workers must not allow a super structure of administration and prolifera-

tion of services to becloud a primary attachment to learning. The techniques of counseling, testing, and other similar tools were originally devised to help to develop meaningful learnings for students. Personnel workers must not stagnate upon tools and techniques to the disservice of the older goals related directly to learning and the educational process.

(a) *Personnel workers must be concerned with meaningful, effective learnings in all subject-matter areas.*

Personnel workers cannot rest upon their laurels when they have "delivered" a student into class ready to learn within reasonably determined intellectual limits. How can counselors and other personnel workers aid teachers in effecting more efficient and effective learnings in physics, English, or other subjects? Counseling and guidance rests upon the psychology field primarily. Learning is the special province of teachers and personnel workers. Counselors and psychologists will need to work jointly upon meaningful revisions of class material, curriculums, and learning projects with special attention to individual developmental needs and learning principles.

Personnel workers must become consultants (with specialized knowledge of individuals and developmental patterns of learning) with teachers, curriculum committees, and administrators. They must continue to work with students in problems of meaningful subject-matter learning throughout the educational lives of students. "Why is physics essential to me?" "Why must I be concerned with speech?" "Why should I care about music?" "Why should I be interested in Colonial American History?" These and

similar questions may not appear to involve, on the surface, the traditional concerns of counselors and guidance workers. Reflection may help personnel workers see that these questions in a larger sense are *more* important to the student than "Do you feel that your mother is very dominant?" Proper and self-determined answers to these questions and the subsequent questions concerning details of subject-matter learnings need to become one of the immediate concerns of personnel workers.

(b) *Personnel workers must be concerned with the integration of learnings.*

Education has long suffered from compartmentalization and the separateness of many of the learnings. Minute attention to detail has often led to a cafeteria concept of knowledge and an American lack of awareness of the larger picture of education. Scientific progress in a social vacuum has been a demonstrable failure in the 1940's and 1950's. The "A" bomb and the following cry in the market place of an Einstein: "You can't"—was lost upon an awe-inspired and grossly ignorant populace. Equal culpability, in one sense, is also shared by the narrowly educated scientists. Failure in the integration of knowledge and technical progress in the twentieth century may well be seen by future historians as a prime reason for perhaps near total extinction as a culture.

It is a large undertaking and a conspicuously naive approach to expect personnel workers to become the guardians of integration and the totality of a learning experience. They may be ill prepared and as equally ignorant as others; however, this task must be assumed by someone. Personnel workers may obtain help or even

leadership from others. Is it, however, an improper concern for those sensitive and responsibly-trained specialists in individual psychology and learning? Perhaps if workers can grow as rapidly in this area as they have in the dual tasks of counseling and testing, they may become significant educators as well as peripheral specialists.

(c) *Personnel workers must be concerned with the applications of learning and education.*

The ultimate responsibilities of any educator must be the laconic—"So?" Too frequently this question approach, this scientific skepticism, or iconoclastic effect is lost within the routinely dull, day-by-day grind of classroom work and counseling. Teachers and personnel workers of skill and dedication face this question of "So?" daily in a scouring of the impressionable

mind of the student and future citizen. Where skill and dedication are lacking, as they are so frequently today, cannot a sensitive and perceptive personnel worker, as an educator, assume part of this responsibility? Critical thinking, educational planning, vocational planning, in fact, consideration of any future action must depend upon facts, learnings, interpretations, generalizations, and abstractions of today and yesterday. Can the personnel worker ignore a basic task of all of education? Perhaps "So?" can become a guide for the future educational responsibilities of personnel workers. The facetiousness of this seemingly laconic word should not obscure its overwhelming importance to society. There are many tasks less gracious and certainly less significant than the meaningful regard of the future through the question, "So?"

Suggestions for Establishing a Small Junior College Library

MILDRED SOUTHERLAND COUNCILL

WHEN MOUNT OLIVE Junior College began operation in the fall of 1954, a librarian was not employed, but one of the faculty members arranged on the shelves of the reading room a few books that had been donated to the college. During the same year a book drive was conducted to obtain books for the library. The general public interpreted the aim to mean a quantity of books, disregarding quality. Many attics were cleaned and the books poured in, but very few were on any approved list for junior college libraries.

In the fall of 1955, a librarian was employed and she spent most of the first year checking the hundreds of books that were in boxes, on tables, and in corners to determine whether or not they would be acceptable when the library was inspected for accreditation. After the entire collection had been checked, Susan G. Akers, Dean Emeritus, Library School, University of North Carolina, was asked to check the collection and determine the justification of the retention of each title. She visited the campus several times during the 1956-57 term and helped set up a policy for cataloging the library. A de-

cision was made against the use of cutter numbers since most of the junior colleges that had been questioned concerning this policy did not use them. As the cataloging progressed, many other decisions had to be made, for the aim was to keep the catalog as consistent as possible. A subject file was set up in order to save time in the future. New editions of *Sear's Subject Headings* would be published with many of the previously used subject headings deleted; hence a quick check for cross references could be made from the file as well as a check for subjects that had been in an earlier edition.

As more books were ready for circulation, the librarian was confronted with the problem of obtaining more shelf space. A door was cut to a room that adjoined the reading room. This provided the additional space for shelves and left room three reading tables. Much time was spent determining the type of shelves to purchase. Steel shelving that could be used in another building later was selected, and the shelves were placed so that more could be added.

As the books that had been donated were gradually cataloged, a drive was conducted to obtain money for books that related directly to the particular curriculums of the college. It was decided that a minimum of five dollars would be solicited

MILDRED SOUTHERLAND COUNCIL is Librarian, Mount Olive Junior College, and Chairman of the Junior College Section of the University and College Division, North Carolina Library Association for 1957-1959.

from each donor, and his name would be placed on a book plate inside the front cover of each book he donated. There was an unusual response to this drive, and from the list of donors, it is hoped that a Friends of the Library organization may be established. The library was named Moyer Memorial Library in honor of J. C. Moyer of Snow Hill who established an endowment sufficient to net \$500 per year. While this amount is substantial, it is not adequate to provide for a new and growing library. The fact that more funds were needed prompted the Mount Olive Rotary Club to take the college library as its project. During the 1957-58 term, the club sponsored a movie and gave the proceeds to the library. Other plans were made to raise money for this same cause in 1958.

In every college, especially a new one, it is essential for the librarian to work closely with the members of the faculty. The faculty is encouraged to keep up with new publications in their fields so that they can suggest to the librarian new books that are pertinent to their courses of study. When faculty members help build up the library collection in their own area of teaching, they use it much more effectively than they would otherwise and they encourage their students to use it.

Librarians from other schools* were helpful in directing the Mount Olive librarian to collections which contained duplicate titles and made arrangements

with the holders to allow her to choose the ones suitable to the needs of the college. Because of the material obtained in this manner, the Mount Olive library has taken on a character that is seldom found in a new library. One of the collections was from the library of Dr. William Starr Myers, a former member of the faculty of Princeton University. Without the generous help of these librarians, the goal of a minimum requirement of 4,000 books could not have been reached in the allotted time.

In 1957 the Mount Olive librarian was given an opportunity to go to the Gift and Exchange Department of the Library of Congress to select books from some duplicate titles, and many valuable volumes were obtained. The congressman from the district in which the college is located mailed the books to Mount Olive free of charge; hence, the college entailed only travel and lodging expenses of the librarian.

In November, 1957, Mount Olive Junior College was scheduled to go before the North Carolina College Conference for approval. One of the requirements was 4,000 cataloged books. In the summer of 1957, the goal had not been reached; consequently the president, Mr. W. Burkette Raper, agreed to employ another librarian to help with the cataloging, as the college had only one professionally-trained member on the library staff. Mrs. Ethel A. Rose, Librarian, Peace College, Raleigh, North Carolina, worked in this capacity most of the summer, and the goal was reached.

When the North Carolina College Conference met in November, 1957, Mount Olive Junior College was approved for

* Mr. Olin V. Cook, University of North Carolina Library; Dr. Ben Powell, Librarian, Duke University Library; Mr. Harlan Brown, Librarian, North Carolina State College Library; and Mrs. Harlan Brown, Librarian, St. Mary's Junior College.

accreditation and assured that if it continued to operate under the present standards it would be fully accredited in November, 1958. The committee that visited the college prior to this meeting gave a very favorable report on the library phase of the college.

As a new library is being organized, the problems (such as lack of funds, insufficient space, indecision as to policies to be used, the indifference of some instructors, and inadequate help) at times seem insurmountable. However, when one considers the full support obtained from the administration, the service rendered to students, the zeal of some professors, and the over-all challenge of starting a library from nothing, the efforts spent in this direction are certainly worthwhile.

This resume of Mount Olive Junior College Library extends to 1958. As plans for the college as a whole are being formulated, the library enters noticeably into the picture. In the master plan for the campus, the library building is placed in a strategic location where it will be easily accessible to all faculty and students. The type of building is to be the latest in architectural design, keeping in mind the functional and economic aspect, as well as the outward beauty, of the structure. Much consideration has been given to the recent modular design of architecture, and consultants will be called in to help with the planning. Investigations will be made covering the most effective lighting of the building, and the interior will be conducive to reading, with an arrangement for many study areas.

In addition to being housed in the main building, books will be distributed to other areas on the campus, such as parlors in

dormitories, the infirmary, and many division libraries. The aim is to have students surrounded by books no matter where they may be on the campus so that they will be continually aware of the resources of books both for reference and for pleasure reading.

The library material will include not only books and periodicals but also other printed matter, pictures, records, film strips, motion pictures, etc. There will be places arranged in the library for a student to view the great masterpieces of art and at the same time listen to a recording of the story of the picture as well as a biographical sketch of the artist. This will be accomplished by means of earphones for individual students so that several can listen without disturbing others. Books written in foreign languages will be made available with a recording of the text so that the student may view the words as he listens to the pronunciation of the material he is viewing. There will be rooms for viewing motion pictures pertaining to science, history, literature, and other subjects. Glassed-in carrels containing study tables with typewriters will be provided so that students may type material from books at hand.

While students are the major concern of the librarian and the teacher, the librarian realizes the need for an up-to-date professional library and will encourage the faculty to use it. An in-service program for the faculty will necessitate this kind of library service for the teachers.

The librarian will endeavor to work closely with the teachers not only in furnishing materials in their subject field but also in informing them of the interests of the pupils as well as the difficulties en-

countered by some. The faculty will not be treated as a group, but the administration of the library will be geared to the needs of each teacher and each course.

The faculty will be encouraged to develop a teacher-librarian team. Plans of this nature will necessitate bringing the students in groups to work with books. Since this is not possible with the present physical plant, it will call for an entirely different type of building.

There is at present much experimentation being done in the field of library service. Programs similar to the one antici-

pated at Mount Olive can be found at Stephens Junior College, Bradford Junior College, and the Wright Branch of Chicago City Junior College.

It will take some time before funds will be available to begin the buildings that are called for in the master plan. Meanwhile, the points that have been mentioned will be studied from the viewpoint of each new discovery and development in the field of library service so that when the library building is erected it will be the result of much experimentation and vision.

This I Tried and Found Helpful

When a Dullard Is Not Dull

Rupert Gillett, Charlotte College, Charlotte, North Carolina

A technical student's failure or low rating in English is often the result of disinterest rather than of inability. In conference, such a student frequently indicates he wishes to get on with his technical training and feels that studying English is a waste of time. The writer did not know how to approach this problem until he secured from an engineer a copy of a report on waterworks needs that he had written for the city council of a small city.

The next time an engineering student asked why he should be required to take English, the writer showed him the report and told him that the young engineer who wrote it had received a promotion because his ability to write a technical report in language a city council could understand had won a large contract for

his firm. The student's interest in English was immediately awakened, and he finished the semester with an A.

The writer collected several reports of this kind, and now when a technical student asks, "Why should I waste my time on English?", he is ready with a large display of essays, speeches, and reports on technical subjects by technically-trained men and emphasizes that these men forged to the front because they could communicate their scientific ideas and findings in lucid language.

It is astonishing how quickly the sight of the display of engineering reports can make a good student of a young man who had convinced himself that he was a dullard in English.

The Compton Concept

FOSTER DAVIDOFF

Closed-circuit television is becoming a major tool of the teaching profession on the college level. Through this medium, 40 class lectures which were filmed on the Compton College campus will be shown beginning in the fall semester to students enrolled in the regular college credit program. Pilot programs indicate that television will doubtless provide the following 13 advantages:

1. Bring into the classroom materials and experiences that are difficult for the live instructor to provide.
2. Provide every student the advantages of front row seating in laboratory demonstrations.
3. Give every student a one-to-one relationship with his instructor.
4. Permit the highly competent instructor to teach unlimited numbers of students.
5. Remove the pick and shovel repetition from teaching.
6. Enable increased enrollment at close to current costs.
7. Increase student interest in reading.
8. Allow the gifted student to move more rapidly.
9. Free the instructor for closer work with individual students.
10. Permit the slow student to reinforce his learning.
11. Help to meet the current teacher shortage.
12. Apply technological advantages to education.

13. Insure maximum use of school facilities throughout the year.

The Compton Concept was conceived by the college president and implemented by the dean of administration. College instructors of the regular staff film entire courses which are later used through an industrial television system. This enables maximum flexibility in scheduling and assures consistently superior lectures. It provides for re-runs and other kinds of refresher courses for students who are having difficulty. Instructors are freed from repetitive teachings; their time can be spent with both gifted and exceptional students. This system allows for greatly increased enrollment without comparable increases in staff at a time when teacher shortages are critical.

The teachers in the filmed courses lecture to a camera in a specially and simply designed studio on the campus. It is thus possible for the instructor to be lecturing to an unlimited number of classes at the same time, and while he is lecturing to these classes he can also be working with individual students.

People hearing about the technique for the first time say, "But this is nothing new, television is being used all over the country." Actually the National Association of Educational Broadcasters lists 119 school systems of various kinds that have done some work with television dur-

A frequent contributor to this journal, FOSTER DAVIDOFF is Dean of Administration, Compton College, Compton, California.

ing the past five years. Virtually all of them have gone into an enrichment type of program. Few have used television as a way of providing superior instruction at low cost as part of the regular integrated instructional program. Perhaps an exception is in Chicago where live television is used to reach thousands of students in their homes who would not be able to receive college instruction otherwise. Many colleges and universities use television in their medical and dental departments to enable students to see operations at close view. Others bring students close to the laboratory table where experiments are being conducted through the medium of television. In all cases this "live" approach to television is extremely effective but does not represent the kind of savings or flexibility that are inherent in the Compton Concept.

The education profession has been extremely slow to recognize the possibilities in this new electronics technique. Television has been introduced into education at a time when the education picture is very gloomy. With increasing enrollments and pressures to cut down on educational costs, it is difficult to offer superior and extended instruction, but through the medium of television, particularly under a plan like the Compton Concept, it is possible to achieve this end.

Television has done more to promote a common cultural climate between people generally than almost any educational force in the past. All experiments with television conducted by major universities and colleges throughout the country give ample evidence that it is a powerful force for education. Many educational institutions have considered closed-circuit tele-

vision and have not tried it because they did not know how to use it. At Compton College this problem has been solved.

The cost of implementing the Compton Concept was negligible when viewed in the light of advantages obtained. All films once completed become a capital investment which can be used and reused for years. Those lectures which need to be brought up to date can be changed without disturbing other lectures. Even sections of the lectures can be revised within the basic lecture structure. This represents a considerable saving and gives instructors an opportunity to maintain an awareness in their fields of endeavor.

A school interested in developing a filming studio, equipping a number of classes, and installing a single television film chain can do so easily for \$25,000. To make an entire filmed course as it is done at Compton College represents an investment of less than \$7,500. Outstanding instructors on the regular faculty are selected to film courses in much the same way that they would present them to students in a classroom.

There is, however, one significant difference. Instructors find that they spend five to ten times longer preparing for a filmed lecture than they do for one given in class because they cannot ad lib in front of a camera. Lectures must be well organized and filled with information for the full 50-minute period of time during which they are shown. This is one of the major advantages of the Compton Concept. There is hardly an instructor anywhere, regardless of his degree of competency, who does not dissipate some of his lecture time by moving into discussions that are not pertinent to the subject.

The Compton Concept provides no opportunity for the instructor to be sidetracked with time-consuming social discussion.

There has been criticism that the Concept does not give the student an opportunity to ask questions. Interpreted in terms of a regular lecture period, this is true. It is not true, however, if interpreted in terms of the entire concept. Instructors have scheduled meeting times during which they consult with students. Students follow along each lecture presentation and jot down questions in the syllabus as they occur. In this way questions may be answered following the lecture without distracting the entire class and destroying the continuity. Students meet in classrooms each of which has two television monitors. Classrooms are all in one wing and are controlled by a circulating supervisor who moves from room to room. One of the most interesting aspects of the entire program has been this use of a circulating supervisor. Many people schooled in the tradition of a policeman's sitting in every room in the guise of a teacher have been unable to reconcile that college students are adults and will act as such if they are treated that way. Students at Compton College in television classes act no differently from those who have regular teachers sitting in the class. It is impossible to look into a classroom and determine by the behavior of the students whether or not a teacher is present.

It is true that it will be necessary for many of the traditional, formalized ideas of education to be revised if the Compton

Concept is to be generally accepted. But it is also true that many traditional attitudes toward education and its techniques must be revised if American education is to continue to give students the best instruction.

When the components of the Compton Concept are isolated, they are not new; they are being tried in one or another way all over the country. It is only when these components are looked upon as a system, an integrated whole, that the Concept takes on a radical new departure in educational technique.

R. T. Silberman, physicist and president of Kin Tel Corporation, a division of Cohu Electronics, said in a statement prepared for the inauguration of the closed-circuit Compton Concept: "We believe Compton College . . . has made a major stride in the use of closed-circuit television. Through the research work conducted at the college . . . we have learned much about the successful utilization of closed-circuit television as an important adjunct to modern teaching. We anticipate that the Compton Concept of using closed-circuit television will mushroom to other colleges to help solve many of the problems with which educators are now confronted. It is refreshing to find the kind of excitement in education that is prevalent on the Compton College campus."

It remains only for educators, taxpayers, and the public in general to recognize in television the amazing potential that has already been recognized by industry and commerce.

Increasing College-Community Activities

ROY F. HUDSON

TWO OF THE objectives which are in the foreground in much junior college planning are: (1) to make better use of the community, and (2) to encourage the community to take full advantage of the college facilities. The junior college often works cooperatively with local citizens through its programs in business education, industrial education, and agriculture, and it encourages greater community use of its facilities in its adult education programs, forums, and lecture series.

At a time when many educational programs are undergoing careful scrutiny for the purpose of eliminating accretions that have come with the years and enriching course content in accord with present-day educational objectives, the junior college should not overlook the potential aid that it may receive from the community. What local features can be utilized in the curriculum or in extracurricular activities to provide richer cultural appreciation and greater educational stimulation? The answer to this question will vary, of course, with each location, but there will be few institutions that cannot take advantage of the community resources. Professors of geology have been making use of the local scene for study purposes for many years; botany classes have surveyed the flora of

their area; and not infrequently history classes have arranged to visit nearby places of historical interest. Many classes, with a little investigation, will be able to discover in the community an object of educational value that can be utilized to enrich course content. Such activities, however, should transcend the routine visits to local industries and cultural centers; they should be new and exciting discoveries in educational values and expanding adventures in curriculum enrichment.

The Modesto Junior College Department of Literature and Language Arts recently discovered a facility in the community that encourages greater interest both in education and in the community and provides a valuable cultural experience for the community. This activity is now known as the Bret Harte Festival.

The countryside about which Harte wrote begins 15 miles from Modesto. Many of the sites and towns mentioned in his stories are still in existence, pale ghosts of former days; the hills, valleys, and mountains he described look much the same in spite of extensive mining operations that once almost denuded many areas. The various places Harte visited in the Mother Lode and used as backgrounds for his tales come alive when one visits these areas.

The appreciation of literature can take on a new dimension—the dimension of

ROY F. HUDSON is an Instructor in the Literature and Language Arts Department, Modesto Junior College, Modesto, California.

actuality, when, after reading a story, one visits the setting, walks down the streets mentioned by the author, enters the houses described in his work, views the inhabitants of the region characterized by the author, and witnesses a reading or enactment of the story. This adds up to a totality of literary experience that can be appreciated fully only by one who has gone through the experience. The story no longer remains on the page; it becomes an actual experience that stimulates the imagination.

The Bret Harte Festival at Modesto Junior College had as its aim making literature come alive for students and the townspeople who joined the festival. After much investigation, five sites were selected—Lagrange, the cabin of Tennessee and his partner, Smith's Pocket, Roaring Camp, and "Wingdam." Bret Harte wrote several stories with Lagrange and vicinity as the locale, and *The Four Guardians of Lagrange* was selected for enactment. Lagrange is a quiet shadow of its former greatness when it was served by four stagecoach lines and was the county seat of Stanislaus County. But the two old store fronts remain from the gold rush days. In front of one of these, which may have been the Riker's Grocery that Bret Harte mentioned in his story, a student dressed as Fanny Meritoe, the story's heroine, appeared and told the assembled group, which had been transported there by bus and automobile, the story of *The Four Guardians of Lagrange*.

At the Chamberlain and Chaffee cabin, which it is believed once belonged to the prototypes of Tennessee and his partner, a student came out of the cabin dressed as Tennessee, greeted the visitors

at the front gate, and told them the story of *Tennessee's Partner*. The effect was electrifying.

Before the mine shaft at Smith's Pocket (the site of Harte's *M'Liss*), on the Stanislaus River near the site of Roaring Camp, and in front of the Wingdam Hotel in Murphy's, Bret Harte's stories were enacted by the students in costume.

In preparation for the pilgrimage to the five Bret Harte locations, the students and townspeople were invited to three preparatory sessions. At an assembly early in the week of the festival, Garff Wilson, a well-known lecturer on Bret Harte, summarized Harte's life and contributions to literature and read *Tennessee's Partner*. The next night three junior college professors discussed Bret Harte's humor, his characterizations, his use of local color, and one of them read *The Luck of Roaring Camp*. The following night the public was invited to a series of readings of Bret Harte's stories and poems by students in the drama department. All these events were widely publicized and the townspeople were urged to attend. It was stressed that those taking the pilgrimage should prepare themselves for it by attending the preparatory sessions, and copies of Bret Harte's stories were made available through the library.

The Department of Literature and Language Arts was assisted by the entire school in the promotion of the Bret Harte Festival. The school newspaper gave the idea wide publicity and ran a photography contest in conjunction with the event. Posters of the various events were provided by the art department. Campus salesmen were appointed by the business department to promote the idea. The li-

brary held a display of Bret Harte materials, while the geology department provided background on the Mother Lode region. The entire school helped to publicize the essay contest that was sponsored by the English department.

The Bret Harte locales were a community facility that unified various subject departments in the junior college in the promotion of an educational idea that provided all participants in the pilgrimage a new cultural dimension—the experience of literary actuality—that gave college

students the thrill of literary discovery and stimulated the community to become acquainted with and enjoy historical and literary associations in their own backyard. In the Bret Harte Festival the college is making excellent use of the community, enriching the junior college curriculum, and improving departmental and community relations, and the community is being stimulated to join the junior college in assuring the success of an educational endeavor that benefits both equally.

Accreditation Teams Look at California Junior Colleges

B. LAMAR JOHNSON

AN EARLIER article has reported the major findings of visiting accreditation teams regarding the strengths and needs of 50 California public junior colleges in the following areas: aims and purposes, curriculum, and instruction. This will consider findings as to student personnel services (including student government and activities) and administration (including plant and facilities and liaison between college and community) and will suggest implications emerging from analysis of these accreditation reports for the California institutions.

Student personnel services: The scope of these activities for junior college students is suggested both by types of service which accreditation teams single out for comment (including testing, preregistration guidance, personal and social counseling, vocational guidance, health service, and aiding students in personal evaluation and planning for the future) and by the variety of needs for specialized staff (faculty advisers, psychometrists, clinical psychologists, counselors and psychiatric consultants) identified in reports

(Table I). Greater recognition of the importance of student personnel service is emphasized by teams, since more than half of the reports recommend expanding the student personnel staff. Seven suggest a need for more adequate offices for counselors. Twelve propose centralizing and expanding records, and ten urge a reorganization of the student personnel program with clear assignment of staff responsibilities. Effective pre-college guidance is singled out for comment in 11 reports, and the development of a plan for it is recommended to two colleges.

Twenty-two reports recommend follow-up studies, whereas only nine commend the effectiveness of those already made. A scattering advocate studying needs and characteristics of students, supplying instructors with information about their students, and making student personnel records conveniently available to faculty. Clearly it is possible—though recognized in only a few reports—that by assembling and making available information about students and by making faculty-members aware of student goals, abilities, achievements, and problems the student personnel service can have a notable influence on curriculum and teaching, and, indeed, on all aspects of the college program.

This is the third in a series of articles by B. LAMAR JOHNSON on accreditation of California junior colleges. Dr. Johnson is Professor of Higher Education, University of California, Los Angeles.

TABLE I

*Accreditation Report Commendations and Recommendations
For Fifty California Public Junior Colleges:
Student Personnel Services*

Commendations	Frequency	Recommendations	Frequency
One or more services of student personnel programs (such as placement service, health service, orientation of new students) is particularly effective	23	Strengthen one or more services of the student personnel program, such as vocational guidance, counseling in adult program, pre-registration testing and guidance	27
		Expand staff by adding such personnel as more counselors, clerical psychologist, psychiatric consultant, psychometrist	26
College makes effective follow-up studies	9	Make follow-up studies of terminal and transfer students and dropouts	22
College has highly qualified counseling staff	14		
College carries on effective pre-college guidance in neighboring high schools	11	Undertake program of pre-college guidance in neighboring high schools	2
Records are centralized, complete, and well kept	3	Centralize and expand records	12
College has effective testing program	7	Provide more adequate testing program	7
Student personnel program is effectively organized	1	Reorganize student personnel program with clear assignment of staff responsibilities	10
All faculty members serve as advisers	3	Have all faculty members serve as advisers	4
College has effective in-service training program for counselors and faculty advisers	5	Provide in-service training for counselors and faculty advisers	2
		Provide more adequate offices for counselors	7
Health service is effectively coordinated with counseling program	2	Coordinate such areas as health service and counseling program and counseling and placement services	4
Students and faculty have excellent morale	6		

Student government and activities: The quality and variety of the activities, effectiveness of over-all organization, the extent of student participation, the assignment of responsibility and authority, and

the morale of staff and students all receive particular recognition in this section of accreditation reports (see Table II). Singled out for praise in some colleges are planned recreation, social activities, and

clubs. Among areas for which greater emphasis is suggested are clubs, assemblies, music, and intramural athletics. Two reports suggest a greater stress on educational, as opposed to entertainment, programs and activities.

Six teams commend the extent and quality of faculty participation, but two advise wider faculty interest and participation. Six urge provision of more time for coordinating the extra-class program, and

two propose providing time for extra-class participation in instructors' schedules.

Student participation in activities is repeatedly discussed. One report suggests covering the entire range since it recommends a study of both non-participation and over-participation.

An unusual plan, the practice of one college of having a student representative appointed to the board of trustees, is praised by its accreditation team.

TABLE II

*Accreditation Report Commendations and Recommendations
For Fifty California Public Junior Colleges:
Student Government and Activities*

Commendations	Frequency	Recommendations	Frequency
One or more areas of programs (such as clubs, recreation program, social activities) are notably effective	13	Give greater emphasis to one or more of such areas as clubs, assemblies, music, intramural athletics	19
Extra-class program is well organized	20	Provide more staff for coordinating extra-class program	6
There is wide student participation in extra-class activities	13	Increase student participation in extra-class activities	3
Students are assigned responsibility and authority	15		
Faculty and student morale are high	15		
Widely varied activities are provided	13	Provide wider range of activities	1
Facilities for extra-class program are excellent	2	Improve facilities for extra-class programs, including those for assemblies, large group meetings and recreation	12
Student association is characterized by democratic spirit	8	Work on eliminating cliques in social clubs	1
Student Council meeting observed was highly effective	9		
Faculty participates widely and effectively in extra-class program	6	Achieve more faculty participation in extra-class program	2
Rapport between students and sponsors is excellent	6		

Effectiveness of administration and financial report: Analysis of accreditation reports clearly reveals the extent to which visiting teams recognize the basic and central importance of administration. It cer-

tainly suggests something of the complex and widely varied responsibilities and opportunities of junior college administrators (see Table III).

Most frequently commended are effec-

TABLE III

*Accreditation Report Commendations and Recommendations
For Fifty California Public Junior Colleges:
Administration and Financial Support*

Commendations	Frequency	Recommendations	Frequency
		Expand administrative staff by establishment of such positions as dean of instruction, dean of students, or dean of extended day programs	17
College has effective working relationships among administrators and between administrators and faculty	14		
College has wide and effective staff participation in program planning and operation	8	Increase faculty participation in formulating policies and in planning for the future	6
Administrators are highly qualified and effective	13		
Faculty morale is high	11		
College has effective public relations program	7	Strengthen public relations program	3
College has excellent financial support	5	Raise junior college tax rate or assign to it all funds designated for it in tax levy	11
College has excellent manual of board and college policies and regulations	2	Formulate college and board policies and regulations	7
		Clarify lines of administrative relationship	7
		Reduce or equalize teaching load	8
College has excellent faculty handbook	2	Prepare faculty handbook	5
College has excellent procedures of budgeting and accounting	6	Provide program of in-service training for faculty	5
		Improve coordination of such programs as day and evening programs, vocational and general education programs	5
		Raise salaries of administrators	4

tive staff relationships, qualifications of administrators, faculty morale, and staff participation in program planning and operation. Six reports suggest more faculty involvement in formulating policy and in planning, and eight urge the reduction or equalization of teaching load as a morale factor.

Recommendations most often made are to expand the administrative staff and to increase college income. Seven of eleven proposals to increase the financial base specifically suggest assignment to the junior college of all funds designated for it in the tax levy. This reflects a situation found in a number of unified districts where tax funds, ostensibly levied for the junior college, are diverted to the support of high schools. In this connection, three teams urge more general autonomy for the junior college. It should be noted that there is not complete agreement among the school men of California regarding junior college autonomy—or even concerning the assignment of tax funds in unified districts. In this connection one

superintendent of schools commented as follows in referring to the accreditation report on the junior college in his city: "There seemed to be ample evidence in the survey made of our college the committee did not understand a city unified district set up. This inevitably tends to limit the validity and effectiveness of the committee's recommendations."

Seven reports recommended a clear and specific formulation of college and board policies and regulations. Seven urge clarification of lines of administrative relationship. Effective publications programs are approved in five reports, and the strengthening of such programs is recommended by three. Five call attention to the need for a faculty handbook. Five urge a program of inservice training. Only three point out the importance of long-term planning, and only one proposes over-all institutional evaluation studies.

Plant and facilities: As might be expected, reports differ widely in their observations regarding plant and facilities (Table IV). Some are praised enthusias-

TABLE IV
*Accreditation Report Commendations and Recommendations
For Fifty California Public Junior Colleges:
Plant and Facilities*

Commendations	Frequency	Recommendations	Frequency
College has superior plant and facilities for one or more fields of instruction	22	Provide more adequate facilities for one or more fields of instruction	25
College has one or more excellent buildings, such as auditorium or student center	6	Provide one or more new buildings, such as library or student center	16
Plant maintenance is superior	11		
College has sound master plan for future	1	Make master plan for future	7
College has excellent plant and facilities	5	Improve all aspects of plant	1
College has excellent site	1	Expand site or secure a new one	5

tically; some, roundly condemned; and others, praised in part and criticized in part. Twenty-five recommend more adequate facilities for one or more fields of instruction, and 16 specify one or more buildings. Eight recommend construction of a new library. The importance of a master plan for development is referred to (praised once, recommended seven times) in eight reports, and the advantages of involving faculty in such planning are suggested twice. Five praise the over-all excellence of plant and facilities and one that of the site. On the contrary, one report urges the improvement of "all aspects of the plant," and five recommend a new or expanded site.

Liaison between college and community: Accreditation teams have repeatedly recognized college-community relationships as central in their discussions of aims, curriculum, instruction, student personnel service, and administration. Varied sections of the reports make frequent reference to lay advisory committees, community surveys, adapting college aims and programs to the needs of the community, citizen participation in program planning

and operation, use of college facilities by community groups, and college provision of community forums, lectures, and other cultural affairs. Thus throughout, accreditation teams have given special recognition to the junior college as a community institution. As a result of this emphasis the final section of accreditation reports, which is concerned with liaison between college and community, is largely repetitious of earlier treatment and hence anticlimactic. Most often mentioned in this section are lay advisory committees and public relations programs, each of which has been discussed earlier (Table V). The only "new note" is on the value of faculty participation in community affairs. One report recommends a survey of faculty participation in community affairs, followed by publicizing of its findings.

SUMMARY

In interpreting the findings of this study it is essential to recall that it is based on reports written by 50 visiting teams comprised of some 200 different members. Further, these were written during the initial stages of accrediting junior colleges.

TABLE V

*Accreditation Report Commendations and Recommendations
For Fifty California Public Junior Colleges:
Liaison Between College and Community*

Commendations	Frequency	Recommendations	Frequency
Lay advisory committees are used effectively in program planning and development	5	Use (or increase use of) lay advisory committees in program planning and development	4
College has superior public relations program	5	Strengthen public relations program	2
Faculty members participate widely in community affairs	2	Encourage faculty members to take more active part in community affairs	1

Accordingly, team members have had no backlog of experience on which to draw in applying standards to, and in interpreting the programs of, specific institutions. In light of these circumstances, it is obvious that the reports under review represent widely divergent viewpoints and judgments. Within this divergence, however, there are revealed some notable agreements and consistencies, the most significant being that the reports:

1. Recognize the individuality of colleges and emphasize the role of the junior college as a community college. Reference is repeatedly made to aims and curriculum adapted to a particular community, to citizen participation in program planning and development, and to the use of college services and facilities by the community.

2. Recommend the participation of staff members in formulating policy and in program planning and development, with occasional suggestions for student-faculty work and planning.

3. Widely commend and urge the participation of lay citizens in program planning and development. The use of advisory committees is particularly singled out, especially for vocational programs, but also, in some instances, for general and adult education.

4. Repeatedly commend follow-up studies and recommend them as aids to program planning, development, and evaluation. Such studies are widely used for transfer students, less frequently (though repeatedly recommended) for terminal students.

5. Stress the present and future importance of transfer, vocational, general, and adult education as major functions of the junior colleges. Reports reveal some variations in emphasis (both in the programs of colleges and in the views of team members) upon vocational education and education for transfer. In general, however, they stress the importance of both. There is also evidence of varying viewpoints and practices regarding general education. Again, however, there is consistent agreement as to its importance.

6. Recognize programs for adults which are, to varying degrees, separated from the regular day program—as well as unified extended day programs, under which identical courses, taught by a single staff, are offered throughout day and evening. Some comment on the need of adult students for counseling, library, health services.

7. Highlight problems of junior colleges in some unified districts. A few urge greater autonomy for the junior college in such districts. Particularly recommended, however, is the assignment to junior colleges of all tax funds designated for them in district tax levies. It should be noted that some city superintendents of schools dissent from accreditation team recommendations regarding both junior college autonomy and the assignment of tax funds.

8. Repeatedly and consistently stress the importance of the library to the educational program. Analysis reveals that the needs and shortcomings of the library for budget, staff, building and facilities, not to mention the use of the library in teaching, receive greater emphasis than do its strengths and achievements.

9. Recognize the central importance of effective student personnel services in the functioning of California junior colleges. The findings of many teams urge strengthening this work especially by adding trained personnel.

In addition to these points of emphasis, there are occasional references to items which may identify other basic needs and rich opportunities for California junior colleges. Especially significant are these:

1. Increased recognition of the needs of women in program planning and development—in both course offerings and extra-class activities. With a current enrollment in which men outnumber women two to one, program emphases in California junior colleges obviously tend to favor men.

2. Exploring and improving junior college relationships with state colleges. As state colleges expand and as new colleges are established, sharply increasing numbers of junior college students will transfer to state colleges.

Greater stress will clearly need to be placed upon these relationships.

3. Comprehensive over-all planning for future development—including program, site, and plant—of individual colleges. With the noble progress that has been made in state-wide planning for higher education in California¹ it is significant that several reports

emphasize the importance of self-study and planning by individual institutions—their faculties, their students, their communities. This emphasis may well point to expanding and new opportunities for leadership and service by the junior colleges of California.

Education, California State Department of Education, 1955.

Joint Staff of the Liaison Committee, *A Study of the Need for Additional Centers of Public Higher Education in California*, California State Department of Education, 1957.

¹ Joint Staff of the Liaison Committee, *A Restudy of the Needs of California in Higher*

Current Publications Received of Interest to Junior College Readers

Anderson, Albert T. and Womack, Thurston. *Processes in Writing*. San Francisco: Wadsworth Publishing Co., Inc., 1958. Pp. 179.

Processes in Writing offers a systematic approach to writing problems faced by many beginning college students, and it does have its significant departures from the usual text. Writing assignments move from the relatively simple description to more complex analysis. The work sheets students complete before writing many assignments (they can be graded) force the student to make preliminary observations and notes, and provide him with a sense of form he would not otherwise have.

Anderson, Eugene N. *European Issues in the Twentieth Century*. New York: Rinehart & Co., Inc., 1958. Pp. xiii + 262. \$2.50.

This book contains a compilation of documents that were selected to illustrate the conflict of views in this century about certain problems that affected more than one country and that recurred. Since this is primarily a book for students of history, problems were selected for each of the important subperiods of the time span covered.

Anderson, Eugene N. *Modern Europe in World Perspective*. New York: Rine-

hart & Co., Inc., 1958. Pp. xxvi + 884. \$8.00.

The author emphasizes the crucial importance of wars, revolutions, and economic crises to the course of history in this century, and closely relates political developments to economic and social conditions. An especially interesting feature of the book is the parallel treatment of various countries, showing the similarities and profound differences in their development under various political and economic systems.

Archer, Fred C., Brecker, Raymond F., and Frakes, John C. *General Office Practice*. New York: McGraw-Hill Book Co., Inc., 1958. Pp. vii + 504. \$3.64.

This book offers maximum flexibility to fit any type of program. It can be used with or without office machines. It can be used as a finishing course for all business majors—including bookkeeping and stenographic—or for the intensive training of general clerical workers.

Bottrell, Harold R. *Teaching Tools*. Pittsburgh: The Boxwood Press. Pp. xv + 139.

This resource book is designed to aid in working toward two goals: (1) discovering resources of the community and (2) developing resourcefulness as characteristic community behavior.

Brown, Howard E., Monnett, Victor E., and Stovall, J. Willis. *Introduction to Geology*. New York: Ginn and Co., 1958. Pp. vi + 644 + xx. \$7.25.

This book is intended to serve the needs of college students in search of a broad education, in helping to prepare them for the enjoyment in living that only a foundation of culture and general knowledge can provide. It is not intended primarily for those whose ambition is wrapped up in a future geological career, but for those who would know more of the earth whereon they live for the sheer pleasure of being on intimate terms with the ever present examples of geological phenomena.

Chall, Jeanne S. *Readability*. Columbus, Ohio: The Ohio State University, 1958. Pp. xiv + 202. \$3.00.

This study aims to review the significant research in the measurement of readability and its applications, particularly in formal and informal education.

Donaldson, E. T. *Chaucer's Poetry*. New York: The Ronald Press Co., 1958. Pp. x + 1001. \$6.50.

The purpose of this book is to make the pleasure of Chaucer as accessible as possible. The assumption is that in reading poetry understanding is dependent on pleasure and will diminish proportionately as pleasure does.

Ferguson, Wallace K. and Bruun, Geoffrey. *A Survey of European Civilization*. (3rd ed.). Boston: Houghton Mifflin Co., 1958. Pp. xvi + 480 + xlv. \$6.25.

This latest revision represents far more than a perfunctory check of the previous edition. Not only has the text been ex-

tensively recast, the book has been entirely redesigned and reset, and all the maps are new, as are a very large proportion of the illustrations. Well planned and well written, the *Survey* has long been a favorite in introductory courses, and the third edition should meet all academic requirements for the next several college generations.

Foreign Aspects of the U.S. National Security. Washington, D. C.: Committee for International Economic Growth, 1958. Pp. 120.

This report is a permanent record of the Conference on Foreign Aspects of U.S. Mutual Security, held in Washington on February 25, 1958, at the request of the President of the United States. The Committee which emerged from the Conference is a citizen organization devoted to public information and education on the mutual security program of the U.S.

Green, Helen Hinkson. *Activities Handbook for Business Teachers*. New York: McGraw-Hill Book Co., Inc., 1958. Pp. vii + 369. \$5.00.

Aimed particularly at business teachers, this practical handbook covers extracurricular activities—student activities which the teacher is called upon to guide and the teacher's own professional duties. Business teachers will find ample material on commercial clubs, exhibits, projects, yearbooks, school papers, contests, field trips, public relations, and fund raising.

Haag, Jessie Helen. *School Health Program*. New York: Henry Holt and Co., Inc., 1958. Pp. vii + 533. \$6.50.

This text can be used by many professional and lay groups sharing the develop-

ment of the School Health Program. Local units of the National Congress of Parents and Teachers, elementary and secondary teachers, administrative and supervisory personnel, school nurses and dental hygienists, physicians, and dentists will appreciate the scope of this text.

Krug, Edward A. *Curriculum Planning*. New York: Harper & Bros., 1958. Pp. xiv + 336.

This book deals with curriculum planning practices, with the problems involved in making curriculum planning an effective process.

Leslie, Louis A., Zoubek, Charles E., and Hasler, Russell J. *Gregg Shorthand Simplified* (2nd ed.) New York: McGraw-Hill Book Co., Inc., 1958. Pp. 384. \$3.75.

Like the First Edition, this new Second Edition is divided into ten chapters. The first nine chapters each contain six lessons the last of which is always a review lesson in which no new theory is presented. Chapter 10, consisting of 16 lessons, provides a thorough review of the system.

Lowenstein, Lloyd L. *Mathematics in Business*. New York: John Wiley & Sons, Inc., 1958. Pp. xv + 364. 04.95.

This text is for use in a first course in the mathematics of business. The intention is to give the student a firm foundation for further courses in the mathematics of finance as well as accounting, business statistics, insurance, and other business subjects.

McSwain, E. T. and Cooke, Ralph J. *Understanding and Teaching Arithmetic*. New York: Henry Holt and Co., 1958. Pp. xi + 420. \$5.50.

This book has been written primarily for teachers in service and students preparing to teach in the elementary school. The purpose of the authors has been to prepare a teaching guide which may be helpful to teachers and prospective teachers who desire to improve their understanding of the meanings, vocabulary, and mathematical operations that constitute the language and science of arithmetic and who want to present instructional methods and materials in the classroom that may motivate and assist pupils in experiencing purpose, meaning, interests, and satisfactions from their study and use of arithmetic.

Mercer, Blaine E. *The Study of Society*. New York: Harcourt, Brace and Co., 1958. Pp. xvi + 640.

The focus of the book is upon the analysis and understanding of social institutions, processes, and structures. Each chapter deals with one or another of these; sets out the principal ideas, concepts, and problems, appropriate to its subject; presents compact case-studies drawn from sociological research and showing the variability of institutional organization; and, within this broad context of concept and fact, examines the particular forms of social organization and social change found in American society.

Moment, Gairdner B. *General Zoology*. New York: Houghton Mifflin Co., 1958. Pp. 632. \$7.50.

This text presents in orderly fashion the animal kingdom, phylum by phylum. It emphasizes the recent discoveries and the new insights that have been won in many fields of zoological research, and it attempts to give the student a strong sense

of the methodology and great tradition of science.

Paterson, Ann (ed.). *Team Sports for Girls*. New York: The Ronald Press Co., 1958. Pp. vii + 396. \$5.00.

This book presents techniques of teaching team sports to girls in junior and senior high schools and detailed descriptions of the fundamentals of eight major team sports: basketball, field hockey, lacrosse, soccer, speedball, speed-a-way and softball, and volleyball.

Ray, Gordon N. (ed.). *Masters of British Literature*. Boston: Houghton Mifflin Co., 1958. Vol I, pp. xii + 994; Vol. II, pp. xii + 861. \$6.50 each.

Each volume offers extensive selections from the writings of twenty master authors of the British tradition. The plan reflects three convictions which are coming to be increasingly accepted by American teachers of literature: that the student is better introduced to their subject through close familiarity with a few writers than through superficial acquaintance with many, that he will profit more from regarding the works he reads as artifacts to be studied and enjoyed on their own terms than as illustrations of the course of literary or cultural history, and that at the same time he must have a competent knowledge of the historical setting from which these authors and their works emerged if he is to see them as they really are. Volume I includes Chaucer through Blake; Volume II, Wordsworth through Eliot.

Rosenberg, R. Robert and Lewis, Harry. *Business Mathematics* (5th ed.). New

York: McGraw-Hill Book Co., Inc., 1958. Pp. xvi + 560. \$3.84.

In its various editions, *Business Mathematics* has always been primarily a vocational business mathematics text, emphasizing most heavily mathematics as applied to on-the-job situations. But this emphasis has not lessened the personal-use aspects of business mathematics, for this book has always been a practical text for the consumer, too.

Rowe, John L., Lloyd, Alan C., and Smith, Harold H. *Gregg Typing* (2nd ed.). New York: McGraw-Hill Book Co., Inc., 1958. Pp. vii + 199. \$2.88.

The second edition of *Gregg Typing* is a complete course for developing and using typing skill. The book introduces a number of worthy contributions to modern typing instruction. It presents, also, an extension and refinement of the outstanding features of the preceding edition.

Satin, Joseph. *Ideas in Context*. Boston: Houghton Mifflin Co., 1958. Pp. xi + 394. \$2.00.

Every one of the 53 essays and stories in this book presents an idea—a formulated judgment or conclusion—on a subject about which it is important to have thought. These essays and stories range through sociology, history, economics, science and nature study, psychology, morality, and ethics.

Sherbourne, Julia Florence. *Toward Reading Comprehension*. Boston: D. C. Heath and Co., 1958. Pp. 238. \$2.75.

Toward Reading Comprehension has been planned by the author to fit into the college curriculum in two ways. First, it

can be used successfully as a corrective for students whose weaknesses in reading have already been noted. Second, it can be used as a developmental text by freshman English instructors who wish their students to know more about basic reading skills and how to develop them.

Timbie, William H. *Basic Electricity for Communications*. Revised by Francis J. Ricker. New York: John Wiley & Sons, Inc., 1958. Pp. vii + 538. \$6.25.

Carefully adhering to the special features which made its predecessor so useful, this edition has been broadened to bring basic electrical principles to bear on a greater variety of fields of application. Its value is extended to such areas as industrial electronics and instrumentation, as well as communications, with examples and problems drawn from all of these fields.

Tonne, Herbert A., Simon, Sidney I., and McGill, Esby C. *Business Principles, Organization and Management*. New York: McGraw-Hill Book Co., Inc., 1958. Pp. vii + 504.

Business Principles, Organization and Management was written in answer to requests from teachers for a "principles" book that is functional as well as factual.

Tschudin, Mary, Belcher, Helen, and Nedelsky, Leo. *Evaluation in Basic Nursing Education*. New York: G. P. Putnam's Sons, 1958. Pp. xvi + 304.

This book is the second in a series of reports on the Curriculum Research Project in Basic Nursing Education at the University of Washington. It describes the role of evaluation in curriculum study in basic nursing as it has evolved during the course of the Project.

Vail, Curtis C. D. and Cunz, Dieter. *German for Beginners*. New York: The Ronald Press Co., 1958. Pp. vii + 290. \$3.75.

This book is due largely, if not entirely, to the convictions of the authors as to what ends a beginning German grammar should achieve and how it should attempt to attain them.

Wahlquist, John T. and Ryan, Patrick J. *An Introduction to American Education*. (2nd ed.). New York: The Ronald Press Co., 1958. Pp. xi + 477. \$5.00.

This book is designed, primarily, as a text for the introductory course in education commonly required of all prospective teachers. The student of this book will be enabled to find the answers to many questions regarding teaching as a profession, to see education as a whole from the very start, to develop an appreciation of the role of education in America, to understand the qualifications necessary for a successful teacher, and to make reasoned decision for or against teaching, after detailed analysis of his interests, capacities, and personality, and of the many opportunities in education as a career.

Wicks, Rollo E., *Man and Modern Society*. New York: McGraw-Hill Book Co., 1958. Pp. viii + 462. \$6.00.

This book has been written as a guide to a better understanding of today's complex technological society. It endeavors to show how we acquire the knowledge, skill, ideas, ideals, and responsibilities which enable us to play our respective roles in that society and some of the factors which determine the kind of life we can make by living and working with others.

Yuker, Harold E. *A Guide to Statistical Calculations*. New York: G. P. Putnam's Sons, 1958. Pp. 95. \$1.95.

This manual is intended as a guide for

the non-mathematically oriented student of statistics. It is intended to help such students perform elementary statistical calculations with a minimum of difficulty.

This I Tried and Found Helpful

Principles of Accounting

Robert M. Pool, Sinclair College, Dayton, Ohio

At the time of teaching year-end adjustments in *Principles of Accounting* the following drawing placed on the blackboard helps the student to understand the difference between deferred and accrued transactions and the adjustments that go with them.

Balance Sheet Date	Balance Sheet Date	
Previous Fiscal Period	Current Fiscal Period	Following Fiscal Period
	X	
	Earned	Unearned
	X	
	Used	Unused
		X
	Earned	Unearned
		X
	Used	Unused

Key: ————— = Earned or Used.

X = Exchange of Cash.

Three contiguous fiscal periods are placed on the board, punctuated by two balance sheet dates which begin and end the current fiscal period. The four horizontal lines intersecting the ending balance sheet date line indicate the period during which an item is either used (in the case of expenses) or earned (in the case of incomes). To emphasize the principal of the accrual basis, the students are shown that the used and earned portion of these lines all fall within the

current fiscal period. The separation of certain amounts between the portion that is earned and unearned and used and unused also helps explain the idea of mixed account balances.

The letter *x* indicates the time sequence in the transaction when cash was either paid out or received. Prepaid or unearned income items are illustrated with an *x* at the left end of the line, which indicates the time of usage of the cash paid out. Accrued income items are illustrated with an *x* at the right end of the line, which extends out into the Following Fiscal Period portion of the drawing indicating the earning of the cash before it has been received. The same is true of accrued expenses, except that the line indicates the time of usage of the cash to be paid out.

Adjusting entries is necessary to separate the earned from the unearned portion of income and the used and unused portion of expenses. In the majority of the adjustments made for these types of transactions, the entry requires the use of at least one Balance Sheet account and one Profit and Loss account. And in most of these cases the distinction between these two classes of accounts is based on the fact that Balance Sheet accounts usually carry an adjective in their titles, which indicates a modification in the transaction from being true income or expense.

A Tribute to James Madison Wood

JESSE P. BOGUE

DR. JAMES MADISON WOOD, first president of the American Association of Junior Colleges and one of its founders, died in Santa Monica, California, on September 28, 1958, after a long illness. His age was 82. According to the records of the American Association, Dr. Wood was the only person honored by being elected twice to the office of president.

He received his Bachelor of Arts and Bachelor of Science degrees from the University of Missouri in 1907, and the Master of Arts degree from Columbia in 1911. Honorary Doctor of Law degrees were conferred on him by Hiram College in 1930 and by William Jewel College in 1942. While Dr. Wood was best known for his long and distinguished career as president of Stephens College in Columbia, Missouri, he was for several years associated with other educational endeavors in Missouri. He was a high school principal, superintendent of public schools at Edina and later at Greenfield and Fredericktown. He was also professor of education at Southwest Missouri State Teachers College in Springfield. When he came to Stephens in 1912, therefore, he brought with him a rich background of experience in the field of public education.

After 35 years as president of Stephens College, Dr. Wood retired in 1947. He had seen the college grow from an enrollment of 52 students in 1912 to a record high of 2,200 in 1948, representing every

state in the nation and many foreign countries. The remarkable growth of the college was the result of several factors, one of which was the organization of a faculty of outstanding persons and some of national stature. Another factor was the radical reformation of the curriculum whereby the college was made into a far more functional instrument for the education of women than it had been in former years. A third factor, however, was in the personality and leadership of Dr. Wood.

This writer called on Dr. Wood in 1956 at the hotel where he was living in New York City. He told me that he preferred to live at a downtown hotel in that great city because he could meet so many of his former students. When he attended the national convention of the American Association of Junior Colleges in Salt Lake City in 1957, it was observed that he was frequently surrounded by his former students.

Curriculum reforms, extensive building projects, the organization of faculties of great ability, imaginative promotional and public relations undertakings were, of course, responsible for the growth of Stephens College during the 35 years of Dr. Wood's administration, but the most significant influence in this growth was the personality and creative thinking of the man who stood at its head in leadership. This point of view was ex-

pressed by Dr. Seymour Smith, president of Stephens College, when he said, "Few institutions are so completely the reflection of the dreams of one man as Stephens College is the realization of the hopes and prayers of Dr. James Madison Wood."

He was one of the pioneers among educators for the development of programs based on the needs of the individual students. In 1920 he appointed Dr. W. W. Charters to direct an extensive research project for the needs of women for their varying roles in the home and society. As a result of these studies, traditional courses and subject matter were challenged; innovations were introduced in general education, consumer education, marriage and the family, and other features which are today more generally accepted but which in the 1920's and 1930's were the cause of sharp controversies.

Moreover, Dr. Wood insisted on continuing research and experimentation in education which placed Stephens among the significant experimental colleges of

the nation. He frequently remarked that the educational programs for women in the colleges and universities were based on long-standing traditional curriculums designed for the education of men who were planning to enter the Christian ministry. Against this type of educational thinking he revolted, and in its place he introduced the method of research and experimentation in terms of functional programs, designed for women in today's home and society, and always pointed in the direction of the individual woman rather than at women in general.

Funeral services were conducted in the First Baptist Church of Columbia, Missouri, on Wednesday, October 1, 1958. At his death there is a deep sense of loss at the institution which is in many respects Dr. Wood's lengthening shadow, in the educational profession which he honored and served so generously, and among the many thousands of the graduates of Stephens College who held him in sincere and fondest affection.

From the Executive Director's Desk

EDMUND J. GLEAZER, JR.

MANY MILLIONS of dollars will be spent this year on construction of junior college buildings. On some campuses just one building is involved; in other locations great new plants are being erected with an outlay of eight million dollars, or ten million, or more. If we can judge from the newspaper clippings, personal reports, and news releases reaching our desk, the junior colleges of America are experiencing the greatest building boom in their history.

Even more important than the fact of building is the evidence that planning is being done carefully and is based upon thorough examination of the work to be done by the institution in its new facilities. Granted that there are some exceptions to this observation, it is our impression that junior college administrators and boards are asking searching questions about the objectives of their colleges as a necessary prerequisite to competent planning. One of the finest examples of the kind of painstaking and cooperative process required in preparing a statement of requirements for a firm of architects is that done under the leadership of Dr. M. J. Greenshields, Superintendent and President of Siskiyou College in Siskiyou County, California. A 166-page looseleaf brochure begins with a description of the area to be served by the new college, describes the characteristics of a junior college, presents gross

estimates of space needs based upon an enrollment of 1,800 students, analyzes the educational objectives of potential students, reports the reaction of many citizens and consultants in curriculum planning, and leads up to the point where final educational specifications can be prepared.

The Florida State Department of Education has recently sent us a copy of a guide which is being used in that state to assist local officials in the planning of buildings for community junior colleges. Competent planning is an actual and current concern in that state as attested to by 11 survey reports for junior college plants completed between August, 1957, and April, 1958.

The guide being used in counties where construction is planned "points out certain facts."

The community junior college is a unique institution and its physical plant should be uniquely suited to the community junior college program. Buildings for community junior colleges should be neither enlarged high school nor small-scale university buildings. Each plant should be so planned and designed that it is functional in terms of the philosophy and program of the individual community and college. Adequate planning can insure that buildings are functional, economical, and attractive, as well as expressly designed to meet the needs of the students of the specific community junior college area.

The planning of community junior college

plants falls logically into six steps. These steps are:

1. Identifying Purposes
2. Surveying Educational Needs
3. Describing Space Requirements
4. Preparing Master Plan
5. Preparing Preliminary Plans
6. Preparing Final Plans

The means by which each of the above steps is completed and the time each takes will vary from college to college, and especially between new and existing colleges.

The Washington State Guide for Planning Community Junior Colleges recommends that junior college administrators allow approximately two and one-half years from the start of planning to the beginning of construction. While this estimate of time is generous, it is not unreasonable if the steps are undertaken in sequence and each is done thoroughly and comprehensively. New colleges especially will feel pushed to complete buildings at the earliest possible date. While there is no question about the urgency of the need for the buildings, there is real danger in attempting to move too rapidly into the design of initial facilities thereby jeopardizing the possibilities for sound provisions for long-range planning needs. Careful planning, even at the expense of occupying temporary facilities for an extra semester, will pay valuable dividends in the long-run.

Planning is based upon an interesting sequence of thought which requires initial exercise of philosophical rather than technical talents. Out of the values of our society emerge the objectives of our educational institutions. Objectives give birth to purposes; purposes define functions; and architecture serves functions. Planning of community junior colleges will be fruitful only as the nature of the community junior college is clear to the planners.

There has been much debate about whether the community junior college is really unique, that is, whether it is differ-

ent from all other educational institutions. There is really no point to such a debate. Undoubtedly there is great overlapping in functions and characteristics among various kinds of educational institutions beyond the high school. However, it does seem possible to identify elements which are typical of the community junior college. We attempted to do this recently at the Eighth Annual School Building Institute at Stanford University which this year gave its attention to planning community junior colleges.

Although there are important variations among comprehensive community colleges which are related to state and local factors, there are distinguishing characteristics of these institutions. The *sine qua non* of the community college is orientation of its program to the needs and interests of all the people in the community who can profit by its offerings. Needs of the community must be continuously identified. The college, by attitude and procedures, will be sensitive and responsive to its community setting. Provisions will be made for those people affected by the program to have a share in planning the program.

College facilities will be geographically accessible to youth and adults. Most of the students will be commuters, living at home. In this connection, we can report that California junior colleges in their campus plans are setting aside parking areas with capacity for the same number of cars as there are students at any one time in the college.

The community college is ordinarily an extension and a part of the local public school system. The dominant organization involves local public control and support, financial assistance from the state, and coordination in the system of higher edu-

cation through an appropriate state agency.

The offerings of the college will be *financially accessible*. Charges to the students will be relatively small, and in many communities the opportunities of the college will be without charge as is the case with other levels of the public schools. This will hold true although there will be increasing competition for the tax dollar. The public will require, consequently, economy in construction, operation, and maintenance.

Existing community facilities will be utilized by the college: art galleries, museums, auditorium, other school buildings, industrial plants, business establishments, TV stations. In the interests of economy, accessibility, and realism, the educational services of the community college will be carried on in a variety of places.

The community college program will include:

- (a) Education and training for the student who wishes to complete his formal schooling in the community junior college, including semi-professional and vocational-technical curriculums.
- (b) General education to prepare students for effective personal and community living.
- (c) Courses equivalent to lower-division work in senior colleges, leading to satisfactory accomplishment in upper-division studies in liberal arts, education, science and engineering.
- (d) Adult and continuing education.
- (e) Specialized short courses of many kinds to up-grade employed persons.
- (f) Opportunity to remove matriculation deficiencies.

Students in community colleges represent a wide range of abilities, interests, aptitudes, and goals. Sometimes the insti-

tution is described as non-selective. The doors are open to anyone in the community above high school age who can profit by attendance. Registration in particular curriculums will likely be selective. The college will serve as an important distributing agency with heavy responsibilities for student personnel services such as testing, counseling, placement, follow-up because of the options available to the student in the comprehensive institution. Work offered must have depth as well as breadth to elicit from each student his maximum performance.

The community college is staffed with men and women whose primary purpose is teaching. The range of abilities, ages, and curriculums may present perplexing problems in instruction. The adults enrolled will often be well-motivated. Expansion of community colleges will be at a rate greater than the increase in qualified teaching personnel. In this fact the junior college may face its greatest dilemma. Full-time faculty are often supplemented on a part-time basis by qualified persons from other occupational fields in the community.

The college will be a community center or responsible for community centers for continuing education. More adult students will be enrolled on a part-time basis than freshmen and sophomores on full-time.

The schedule of activities will be flexible, adaptable to the work schedules of people employed part or full time. Very likely the program will run 12 months each year from early morning until late at night and sometimes six days a week.

An optimal size will be determined for the community college which will be in harmony with the purposes of the insti-

tution. Very often the initial capacity is not considered the optimal or eventual capacity. The size will vary according to requirements in various communities and other relevant factors. This is a problem which must be dealt with in many areas because enrollment pressures in the next decade will bear heavily upon enrollment levels which might ordinarily be considered optimum for institutions of this type.

* * *

One of the most perceptive speeches given during the Eighty-fifth Congress was delivered by Senator Fulbright of Arkansas on August 21. His topic was "The Character of Present-Day American Life, Its Order of Values, and Its Sense of Purpose and Direction." Several observations by Senator Fulbright are of unusual interest to those who carry responsibilities in the field of education and consequently cannot escape some liability for the value structure of American society. The entire speech should be read. We have space for only a few excerpts.

"... the subject to which I wish to address myself ... does not lie in any specific field of legislation, but rather the other way around. It forms the field from which any legislation, good or bad, or any executive act, good or bad, ultimately draws its own form and substance. For my subject is the character of present-day American life—its order of values, and its sense of purpose and direction, if any.

"... the President and the Congress—any President and any Congress—are not instruments which live and work in a closed circuit, in a political and social vacuum. Rather they rise from the people, get their title of office from the people, are respon-

sible to the people, are constantly advised by the people, and are subject to periodic review by the people.

"The Founding Fathers said—and here I quote the first paragraph of the Federalist Papers:

It seems to have been reserved to the people of this country, by their conduct and example, to decide the important question, whether societies of men are really capable of establishing good government from reflection and choice, or whether they are forever destined to depend for their constitutions on accident and force.

"But I ask now: What show of reflection and choice was there in much of the decade of the 1950's when the word egghead became a word of abuse; when education was neglected; when intellectual excellence became a cause for suspicion; when the man in public life, or the writer, or the teacher who dared articulate an original thought risked being accused of subversion. What show of reflection and choice was there in this period when the man of distinction was the man who had a station wagon, a second car plated with chrome, a swimming pool, a tax-free expense account, and a 21-inch color television set with the 36-inch star on its screen?

"... The fall of great civilizations runs a well-defined course. On the outside, the civilization has a hard, shining surface, full of glitter and superficial accomplishment. But inside the outer shell, invisible decay does its work. And the hard shell collapses on the empty center when that civilization collides with a challenge it no longer has the power to meet, because it was indifferent to the challenge too long. "But in any event, many sweeping changes need to be made, not alone in our foreign

policy; but more difficult still in our scale of social and cultural values. I say 'more difficult' because social and cultural values are not reducible to sticks and stones which can be milled to one shape or another. Social and cultural values arise from habits of the heart and mind, and if there is to be a revision in them, the revision must go on in the privacy of every American's thoughts. . . .

"Until we do revise our sense of values, we will never think we can afford to do the things which, in my judgment, we must do if we are to survive as a free nation.

"We are constantly told we cannot afford a good public school system, but we could have a very good one if we diverted to education even a fraction of what we spend on all manner of amusement and luxury. The only logical inference to be drawn from this fact is that we, as a people, would rather have the luxuries than the schools. Now, surely, Mr. President, this is getting things upside-down. We are treating luxuries as necessities, and necessities as luxuries. And the irony of it is that we are not really confronted with this kind of choice. We are rich enough to have our cake and eat it, too. But we have become so greedy, we want it a la mode. "So, Mr. President, I say we have got to revise our scale of values. We have got to return to a reasonable sense of what is really important, as distinguished from what is merely desirable.

" . . . Some way must be found to increase public understanding of public affairs, and to develop a sense of values appropriate to the problems and decisions which confront our people . . .

"As badly as we need scientists and linguists, we even more badly need people

who are capable of evaluating the work of the scientists and of making the enormously complicated decisions—which are essentially political decisions—that are called for if we are to adjust our policies and our life to our scientific progress. The age of the amateur is over. We can no longer look to our household experiences, or to commonsense knowledge if we are to pass good judgments on the new kind of life-and-death political-scientific questions which have become the leading questions of modern government. In addition to commonsense, we need exact knowledge, which we can come by only through hard study shared by everyone. In short, we need to become a nation of statesmen-scientists—just as much as we need atomic scientists. Unless we become a nation of statesmen-scientists, we can kiss goodbye our whole traditional constitutional system for responsible power. It will be done for because only a handful of experts will make decisions for the rest of us, and we will have no exact basis for knowing whether they decided well . . .

"What I am suggesting, Mr. President, is that the problem is larger than what has gone wrong with our policies. Even more fundamental, it is what has gone wrong with our society.

" . . . There are some signs that the American people are arousing themselves from the luxurious torpor which has afflicted them in recent years. All I can say is that it is high time. We have already turned off the alarm several times, and reset it for a later hour. We dare not do that again."

Congressional Record,
Vol. 104, No. 146,
85th Congress, August 21, 1958

The Junior College



EDMUND J. GLEAZER, JR.

Union Junior College, Cranford, New Jersey, held ground breaking ceremonies this past summer for the college's million dollar building on its new campus. Dr. Kenneth C. MacKay, president, said the college expects to serve many more students and provide more adequate and modern facilities when it moves into its new building. Almost 15,000 students—80 per cent of them from Union County—have been served in the past 25 years, Dr. MacKay pointed out.

"We see our college playing a greater and greater role in enriching the cultural life of our community as well as providing trained technical and well-rounded employees for our major industries and businesses," stated the president.

Construction of the 17-classroom building has begun and the scheduled completion date is September, 1959. In addition to classrooms, the building will house four science laboratories, a large library, student and faculty lounges, cafeteria, dining hall and administrative offices. The new structure will be located on a 28-acre site purchased in 1948.

Officials at Odessa College, Odessa, Texas, have announced the opening of the ninth session of the School of Drilling Technology on the college campus. The school, the only one of its kind in the United States, meets twice each year in six-week sessions to make available instruction for oil company employees in the field of training operations. Students include men from all areas of the drilling industry.

Students from almost all of the 48 states and many foreign countries have attended the School of Drilling Technology. This specialized course, which began in the fall of 1954, jointly is sponsored by Odessa College, the petroleum extension service of the University of Texas, and the American Association of Oil Well Drilling Contractors. Subjects taught in each six-week session cover the entire range of the drilling business. Instructors include men from the drilling industry, supply companies, and representatives of colleges and universities. In the six-weeks' course, the student takes 180 hours of instruction through the presentation of classroom

materials and field trips. Of the 368 persons attending the past eight sessions, 132 came from contract drilling firms; 153 from drilling and producing departments in producing companies; and 83 from sales and service organizations; some paid their own way.

* * *

From Ferrum Junior College, Ferrum, Virginia, comes word that Dr. Frank A. Beu has been appointed dean of the college. Beu, prior to his coming to Ferrum, served as president of Western Illinois University in Macomb, Illinois, from 1942 to 1958. He was Dean of Eastern University from 1927-1942.

Dr. Beu became president of Western Illinois University in 1942 when it had 800 students, 67 faculty members, 80 acres of land, and 11 buildings. Today, the university has 3,300 students, 507 acres of land, 165 faculty members, 39 buildings, has given master's degrees since 1944, has closed-circuit TV class instruction, an FM radio station, and a travel-study program similar to that of other universities.

Dean Beu has written seven books in the field of education. His last book, *An Introduction to Education*, was published in 1956.

In announcing Beu's selection, C. Ralph Arthur, president of Ferrum Junior College, said, "We are fortunate to secure the services of a man with the background and wide experience in college administration that Dr. Beu has had."

* * *

Montgomery Junior College, Takoma Park, Maryland, began its eleventh year with an enrollment of nearly 1,100 students. In an effort to serve the commu-

nity in an even larger way, extension courses were offered again at three off-campus scenes—North Bethesda Junior High School, Richard Montgomery High School, Rockville and Carver High School, Rockville. Courses at these centers, under the direction of Dr. Vinton Rambo, are taught by a commuting faculty from the Takoma Park campus, which will continue as headquarters of Montgomery Junior College for years to come.

The figure of 1,100 part- and full-time registrants is in line with the ten per cent increase which the college has gained each of several recent years. Beginning 11 years ago in temporary buildings in Bethesda, the college has grown steadily to its present size and now occupies its own campus with a staff of more than 80 persons. Donald E. Deyo, dean of Montgomery Junior College, is Chairman of the AAJC Committee on Legislation.

* * *

Chicago City Junior College, Chicago, Illinois, launched its third year of telecourses this past September with classes offered in speech, psychology, English, music, literature, physical science, humanities, and social science. Provision is made for those desiring to enroll for credit leading toward the associate in arts degree and also for persons who do not desire to enroll for credit.

Participating in the program this year will be two of the penal institutions in Illinois, the Penitentiary at Stateville, and Dwight Reformatory. According to word from Clifford G. Erickson, Assistant Dean in Charge of Television Education, the program will be expanded as experience is acquired. However, initially approxi-

mately 25 persons at each institution will enroll for TV courses.

* * *

Florida Christian College, Tampa, Florida, has gradually been developing 180 acres of its campus with a two-fold purpose in mind: (1) to provide financial income for the college, and (2) to provide a new *functional* campus. For seven years the college has been operating a hydroponics garden. Choice tomatoes have been produced for the Tampa-St. Petersburg market. (Hydroponics is the process of growing plants without soil.) For more than four years a woodworking shop has been manufacturing door jambs. And within the last six months a 62-acre citrus grove has been started which now has about 50 acres planted. This project is possible through the gifts of friends of the college supplying \$6.30 per tree to bring the grove to the point where it will pay its own way. Several persons have donated a full acre (\$409.50) and are paying for it over a five-year period.

The Board of Directors has approved preliminary plans for a new campus which will be developed over the next 10 to 15 years. It will consist of two waterfronts—the Hillsborough River and a lake which will be formed by dredging. On the high land resulting from the dredging will be built structures for classrooms, science buildings, library, music departments, administration, and gymnasium.

Florida Christian College faces the future with confidence. A recent publication states: "It has never been our aim to build a 'big' school but we are earnestly striving to build a *good* school academically and spiritually."

President Karl O. Werwath of the Milwaukee School of Engineering, Milwaukee, Wisconsin, was the recent recipient of the 1958 James H. McGraw Award of the American Society for Engineering Education for outstanding contributions to technical institute education. Presentation of the citation and a \$500 cash prize was made at a special dinner of the society's technical institute division at the annual meeting at the University of California, Berkeley.

* * *

Norman College, Norman Park, Georgia, has published a new catalog based upon 15 items identified by college freshmen as being important to them in the selection of an institution of higher education. The preferences, derived from a study made of 1,451 freshmen in five senior colleges, listed in their order of importance to freshmen, are as follows:

1. Christian Emphasis
2. Friendliness
3. Scholastic Standing
4. Types of Students
5. Outstanding Courses
6. Low Costs
7. Nearness to Home
8. Training of Faculty
9. Community and Area
10. Guidance Program
11. Size of Student Body
12. Student Activities
13. Sports Program
14. Special Events
15. Beauty of Campus

Norman College was accredited by the Southern Association of Colleges and Secondary Schools in 1956. In that same year it had an increase of 38 per cent in enrollment, and during the last college year it led all other Southern Baptist institutions of higher education with a 27 per cent increase in enrollment.



Recent Writings... **JUDGING THE NEW BOOKS**

MAYO, LUCY GRAVES. *Communications Handbook for Secretaries—A Guide to Effective Writing and Speaking* (New York: McGraw-Hill Book Company, Inc., 1958). Pp. viii + 568.

An effective secretary is more than an able technician. She is depended upon to compose communications for her employer, to greet office callers impressively; that is, she must serve both her employer and the caller, plan for and report upon meetings, use the telephone skillfully, plan and make arrangements for her boss, know where to find facts, know language mechanics, and perform myriad other duties.

Communications Handbook for Secretaries has been written with all of these duties in mind. Both secretaries and executives were consulted about material that should be included. The author was guided in her writing by their thoughtful and practical suggestions, thereby creating a well-planned, authoritative communications handbook for secretaries.

This book contains complete information on all types of letters—request and inquiry, confirmation, authorization, remittance, appreciation, sympathy, accepting or refusing business invitations, selling,

formal, application, collection, and others. Many examples of these letters are included.

One of the secretary's most important duties is using the telephone correctly. She must be able to convey effectively her ideas in order to serve her company well. The use of the telephone for business communications is treated in a sophisticated manner emphasizing clearly a comprehensive list of situations.

Techniques are given for handling the executive's office callers, which include unexpected callers, expected callers, personal friends, reluctant callers, and time wasters. Each situation demands a special technique. This book teaches the etiquette needed and helps her perform with graciousness her roll of receiving callers.

Since much of today's business is transacted over the conference table, the secretary has important responsibilities for the preparation of the conference. Sometimes it is her duty to arrange for a suitable place for a meeting; inform all who are to attend of the time and place; prepare a file of all material that her executive will need during the meeting; plan special events with the company service personnel; arrange for flowers, place cards, and so

forth; and make seating charts for the speakers' table.

This book covers those points as well as what she must do after the conference in the way of supervising the packing of supplies for return to the company offices, dispensing gratuities to hotel personnel who have assisted with conference assignments, writing letters of appreciation and commendation, writing or assisting in the writing of the conference report, and completing the permanent file covering the convention.

A secretary must be resourceful in locating business data for her employer. A well-trained, enterprising secretary has the knowledge of where to find information when it is needed. Contained in this volume is information on how a secretary can acquaint herself with trade journals, directories, technical reference books, and, of greatest importance, the dictionary.

In order to make herself invaluable to her employer, the secretary must be a language technician. She needs as tools a knowledge of sentence structure, of grammar, of punctuation rules, of spelling and syllabification rules, of her company's editorial style preferences, of anything pertaining to the effective expression of ideas. *Communications Handbook for Secretaries* devotes approximately one-third of the entire space to this study.

This comprehensive text is equally suited to the classroom and to the office. The publishers recommend it for:

1. College-level secretarial training courses in both day and evening schools.
2. In-service training programs in business and industry.
3. Desk reference book for all secretaries and secretarial trainees.
4. Business and college libraries.

Two workbooks are available for classwork. Workbook I gives the students many exercises in typical office communications situations. Workbook II will help them gain facility in using language by providing practice on all parts of speech.

In both workbooks the communications situations are numbered and correlated with the exact section and paragraph in the text dealing with the same situation. There is also a teacher's manual which contains teaching suggestions and aids, as well as a key which provides answers for exercises in both workbooks.

The author has been director of English at Katherine Gibbs School, New York City, since 1945. Her experiences include doing secretarial work in several fields, teaching business subjects and journalism, serving as "specialist" in the U.S. State Department, and fulfilling many speaking engagements on the subject of office communications. She seems well qualified to write with authority, and this volume on communications is one of the most complete ever written for secretaries.

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